English Language Arts Model Curriculum
Grade K

Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements	**Content Elaborations**
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.	The focus of **Key Ideas and Details** is the readers' ability to understand the information in what they have read or what has been read to them. The ability to develop and respond to questions encourages the emergence of critical thinking and aids in literacy development. As that development occurs, readers are able to retell stories they have heard. This skill increases and prolongs a reader's enjoyment and provides the opportunity for building toward emergent writing skills. Students' understanding of how a story works will deepen as they apply these skills and practice using the academic vocabulary that accompanies literary discussion (i.e., plot, character, setting). **In the next grade band, students will be expected to identify the main idea and theme of, make inferences from and make comparisons between plot elements.**

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Retelling Glove
Label each finger of a glove *Characters, Setting, Problem, Solution, Details*. Children retell a story while wearing the glove that prompts them to remember the key ideas and details.

Reciprocal Teaching
Use the four strategies within Reciprocal Teaching: *Clarifying, Predicting, Summarizing* and *Questioning*. Introduce four characters: *Clara Clarafier, Quincy Questioner, Sammy Summarizer, Peter Predictor*. Model the roles' response to the reading of text. As students become familiar with how the characters process the text, solicit student responses for the characters. (Myers, Pamela Ann (2005). ***The Princess Storyteller: Reciprocal Teaching Adapted for Kindergarten Students***. *The Reading Teacher*, 59, 314-324.)

Story Sequence
After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Craft and Structure

Standard Statements	**Content Elaborations**
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.	When readers examine the **Craft and Structure** of a piece of literature, they increase their ability to understand word meaning and figurative language, story structure and development and point of view. Using interactive read alouds in which readers are encouraged to ask and answer text-related questions provides the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary. Research shows that the more experience students have in reading different genres, the more successful they will be in writing in different genres. **In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea and begin to identify the way point of view impacts a text.**

Enduring Understanding

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Literature
Topic	Craft and Structure

Instructional Strategies and Resources

Student Authors and Illustrators
Use literary talk when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book.

Make A Book
Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five page book that students/readers illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/readers differentiate this one from nursery rhymes.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements	**Content Elaborations**
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.	The focus of the **Integration of Knowledge and Ideas** topic is making connections and comparisons, and determining themes and main topics across different texts and genre. Images or illustrations in books serve to enhance and/or explain the messages for the reader. They can be used as one of the cues for the written text while reading. Beginning readers that compare characters within and across texts develop a fuller and more appropriate conceptualization of stories. **In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.**

Enduring Understanding

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Shared Reading
During shared reading (or in small group guided reading) the teacher guides students through a "picture walk." Students make predictions about the story based on the illustrations. Chart predictions so that students can compare theirs to what actually happens.

Career Connection
During shared reading, select a text (e.g., *Welcome to Kindergarten An Alphabet* by Violet Smith or *Welcome to Kindergarten* by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).

Venn Diagrams
Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

The Castle in the Classroom: Story As a Springboard for Early Literacy by Ranu Bhattacharyya and Georgia Heard (Stenhouse, 2010) discusses ways to use the life stories and imaginations of young children as gateways to literacy.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Standard Statements	**Content Elaborations**
10. Actively engage in group reading activities with purpose and understanding.	The focus of the topic **Range of Reading and Level of Text Complexity** at this grade level is the exposure of young children to a wide variety of text types. Research shows that 'book talk' develops students' awareness of story, increases vocabulary and instills in them a love of reading. All of these factors are critical as students begin to develop the skills and desire to read. Giving students the opportunity to interact with the full range of fiction (poetry, story, drama, folklore etc.) enriches their understanding of text and expands the world in which they live. **In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and**

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging informational texts.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Concept Books

Introduce students to a wide range of single concept books. Not only will students be engaged with the specific concept (letters, numbers, opposites etc.), they will be experiencing books that represent a wide range of literature. For example when studying numbers the book selections might be ***Mother Goose Numbers on the Loose*** by Leo and Diane Dillon ; ***Icky Bug Numbers*** by Jerry Pallotta ; ***Count*** by Denise Fleming; and ***Uno, Dos, Tres, One, Two, Three*** by Pat Mora.

Author Study

Collect copies of a single author's work. Choose a children's author that has a wide range of books such as Eric Carle. Have the books available for student exploration. Lead discussions about book similarities and differences focusing not only on the text, but on the illustrations as well. Encourage students to identify the books that tell stories and those that tell facts.

Million Dollar Words

Post children's poetry using chart paper or electronic visual display. When reading aloud, encourage students to point out "million dollar words" - those words that they find the funniest or most interesting. Children's poets J. Patrick Lewis and Shel Silverstein provide a wide range of opportunities for this kind of word play.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Standard Statements	**Content Elaborations**
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.	Reading for **Key Ideas and Details** is reading with purpose. It helps the reader focus on content and comprehension. Early exposure to informational texts provides the foundation for the demands of reading and writing in later grades. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts. **In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences and begin to use direct quotes as evidence or support in discussions and writing.**

Enduring Understanding

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Instructional Strategies

Modified Reciprocal Teaching
Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection

(Adapted from Myers, Pamela Ann ***The Princess Storyteller: Reciprocal teaching adapted for kindergarten students***, *The Reading Teacher*, 59, 2005 314-324.)

I Wonder Questioning Strategy
Use *I wonder* questions (I wonder what, I wonder why…) to search for information in a previously read text.

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades by Georgia Heard and Jennifer McDonough (Stenhouse, 2009) – a resource that supports the meaningful use of informational text in the primary classroom.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	**Content Elaborations**
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.	In the early grades, attention to the **Craft and Structure** of informational text contributes to a greater enjoyment of reading and increases a reader's or listener's understanding of the world. Readers begin to understand and use content-specific language as they craft their own texts. As students watch the teacher model (providing prompting and support) ways to ask questions and think about text, they internalize the ways meaning is gathered from text. **In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally they are expected to understanding the strategy of summarizing portions of as well as entire texts.**

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

What's it Mean?
Read part of a selected text aloud. When possible, project or post the text being read. Think aloud about the words and concepts "you don't know." Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed.

Picture This!
Read aloud a small section of illustrated informational text. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Standard Statements	**Content Elaborations**
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).	Graphics and illustrations in informational text provide cues for readers as they work to **Integrate Knowledge and Ideas** in Informational Text. In addition, graphics serve as a scaffold for text comprehension. Kindergarten students can begin to make text-to-text connections (identifying similarities and differences) when they are prompted with statement starters like “I read/saw another book that…” or “this part of the book is like…” In addition, as readers/listeners begin to note the ways authors support their views, text comprehension deepens. **In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.**

Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Scavenger Hunt
Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in the other sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.

Connect the Texts
Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions:

- Does that help us learn more about the topic?
- What makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributor understand?

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Standard Statements	**Content Elaborations**
10. Actively engage in group reading activities with purpose and understanding.	By reading informational texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that also will give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. **In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.**

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging informational texts.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Non-Fiction Book Packets
Teacher develops book packets containing non-fiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.

Informational Class Books
Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member.

Think Alouds
During the daily non-fiction read alouds, teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from non-fiction text features.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Foundational Skills
Topic	Print Concepts

Standard Statements	**Content Elaborations**
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Readers understand that and show **Print Concepts** by demonstrating their understanding that print carries meaning by incorporating the functions of print in play activities (e.g., orders from a menu in pretend play, taking messages from pretend phone calls). They show an understanding of single words initially by using environmental print (Stop signs, fast food chains). The more readers experience text, the greater their understanding is of its make up (words are made of letters, spaces between words). Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning. These skills are important foundations for reading comprehension skills these readers will use throughout their lives.

Enduring Understanding

Understanding of print features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Strand	Reading: Foundational Skills
Topic	Print Concepts

Instructional Strategies and Resources

Big Books
Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).

Name Games
Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of an involvement with the activity depends on the sophistication of the learner.

- Select the names of those sitting in your area/at your table and post (space between words, print carries meaning)
- Using names that have been cut apart, have learners arrange names correctly (words are made up of letters)
- If your name starts with… (noting similarities in words)
- She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left). For example:
    - What did Rosie do?
        - Joe said, "She went for a walk."
        - Mary said, "Rosie went around the pond."
        - John said, "She stepped on a rock first."

Alphabet Books
Research shows that there is high correlation between knowledge of letter names and success in learning to read. Use alphabet books to support learning letter names. Texts can range from simplistic (one picture/one letter per page)like Ehlert's *Eating the Alphabet* to interactive (rhymes, repetition)like Martin's *Chicka Chicka Boom* to conceptually more difficult (letters taking the shape of the objects named) like Pelletier's *The Graphic Alphabet*.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Foundational Skills
Topic	Phonological Awareness

Standard Statements	**Content Elaborations**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Phonological Awareness** is the ability to hear the sounds of a language independent of meaning. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Children who have developed a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in oral language, it is critical to encourage oral language play in classroom activities.

Enduring Understanding

Learning to recognize and decode printed words develops the skills that are the foundation for independent reading.

Instructional Strategies and Resources

Word Play
Play with words by substituting beginning sounds, creating real and made up rhyming words and working with word families.

Comprehensive Literary Resource for Kindergarten Teachers by Miriam P. Trehearne (ETA Cuisenaire, 2003)

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Standard Statements	**Content Elaborations**
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching. **Phonics**, along with other strategies, is used for **Word Recognition**. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience. **In the next grade band, student show their ability to decode all letter sound correspondences, use affixes appropriately sound out unfamiliar multi-syllable words using that knowledge.**

Enduring Understanding

Learning to recognize and decode printed words, developing the skills that are the foundation for independent reading.

Instructional Strategies and Resources

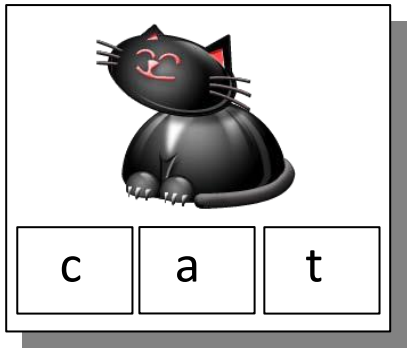
Word Building
Once students know one word, they can often build other words based on that knowledge. For example given the word *kind*, students can be asked to build words using affixes. Students may come up with words (*kinder, kindness, kindest, unkind, kindly*). Other examples could be to create words based on word families (*-at, cat, bat, sat*), meaning/category (apple, orange, grape, pear), beginning sounds (had, happy, hat, hill) etc.

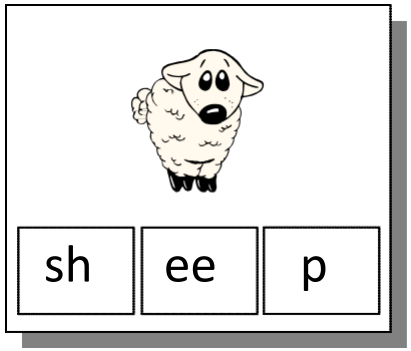
Morning Message
Create a message for the class each morning. In addition to reading it, have students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message.

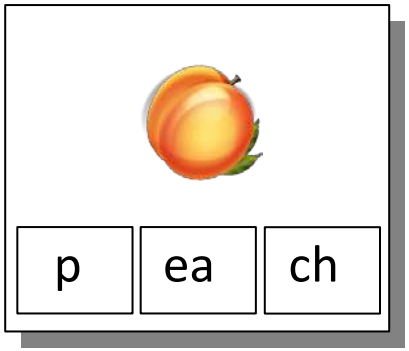
Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Elkonin Boxes

Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme, or sound. They can be used to help students understand how to 'stretch' out words, by hearing every sound.







Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Foundational Skills
Topic	Fluency

Standard Statements	**Content Elaborations**
4. Read emergent-reader texts with purpose and understanding.	Phonics and **Fluency** are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. **In the next grade band, students read grade level text with the fluency and accuracy to support comprehension of text.**

Enduring Understanding

Fluency helps the reader process language for meaning and enjoyment.

Strand	Reading: Foundational Skills
Topic	Fluency

Instructional Strategies and Resources

Listen Again
Read aloud multiple times a day. Provide students with reading/listening centers that have books on CD with signals for turning the page. Provide opportunities for students to use technology that lights up or underlines words as the text is read so that rhythm and pacing becomes more evident. Read a single text multiple times for multiple purposes. For example, read aloud *Yo? Yes!* by Chris Raschka. The first reading is for enjoyment, second could be to focus on the sound the letter 'y' makes, third could be to focus on end punctuation and the inflections that go with it, and the fourth could be a call and response read with the teacher reading one voice and the students 'reading the response.'

The Author Said
Provide opportunities for students to hear authors reading their own work. For example:

- Mem Fox
- Paulette Bogan
- Ken Nesbitt

A web search will provide more information on specific authors. Often Children's Books : NPR. Check their children's book section frequently because content changes. Always preview the interview before sharing it with the class.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Text Types and Purposes

Standard Statements	**Content Elaborations**
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or 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.	Early writers begin to experiment with **Text Types and Purposes** from the very beginning. They use print to represent their ideas in the form of drawing, scribbling and labeling. They communicate with others through print long before formal writing instruction begins. Student writers explore and mirror the elements they find in the fictional and informational texts with which they interact. As long as writing remains a natural, purposeful activity, made available without threat, then student writers will be willing to practice it and consequently learn. (Frank Smith) **In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.**

Enduring Understanding

Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students ' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.

Instructional Strategies and Resources

Key Events for Writing
The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements	**Content Elaborations**
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.	The process of collaboration and discussion improves the quality of student writing as they ready their finished piece for **Production and Distribution**. Sharing personal writing with others gives student writers a sense of pride and purpose for their work. In addition this reinforces the reading-writing connection; as students share their work they revise their understanding of how print carries messages (writing) that must be understood (reading) by others. **In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.**

Enduring Understanding

Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.

Instructional Strategies and Resources

Pen Pal
Using the computer the children will use e-mail to write back and forth with another classroom. Students should be encouraged to use clip art to illustrate their messages.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Research to Build Knowledge

Standard Statements	**Content Elaborations**
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)	Student readers and writers must understand that **Research** is a tool **to Build Knowledge**. It is important to tap the curiosity students bring through the door by providing scaffolding for research. (Stephanie Harvey) Guiding the listening, looking and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently. **In the next grade band, student are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (though citations) the use of print and digital sources.**

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Strand	Writing
Topic	Research to Build Knowledge

Instructional Strategies and Resources

Read and Discuss
Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work.

Shared Writing/ABC Classroom Book
After sharing several books on a particular theme, use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book.

Topic and Graphic Organizer
Through the use of non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own non-fiction pieces.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statements	**Content Elaborations**
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. 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.	As kindergarten students enter school, they develop an understanding of the importance of **Comprehension and Collaboration** as a part of the classroom discourse process. Like writing, speaking is a composition process with informal and formal structures. Most often students at this level are involved in informal speaking situations. It is the responsibility of the teacher to create a classroom atmosphere that promotes active participation by all students in classroom talk. When students talk with one another, they develop the skills of questioning and elaboration and are able to reflect on a range of ideas. Classroom talk helps children to think and learn. **In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.**

Enduring Understanding

Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Instructional Strategies and Resources

Using KWLs
Draw a chart with three columns that are labeled K W and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is *tigers* and a student says, "I want to know about a tiger's stripes" – the teacher should encourage the student to formulate a question about the stripes. "What is it you want to know about the stripes?" is a possible response or "What question do you have about the stripes?" Encourage students to use question words when completing the middle section of the KWL.

What's the Problem?
Read aloud a series of stories by a single author. For example Ezra Jack Keats (*Snowy Day, Whistle for Willie, Peter's Chair, Pet Show!*) or Eric Carle (*The Very Hungry Caterpillar, The Very Busy Spider, The Grouchy Ladybug, The Very Lonely Firefly*). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution). Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions.

Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening by Heidi Hayes Jacobs. This book offers teaching strategies to help students in primary through high school including those for building effective speaking and listening skills. (Eye on Education, 2006).

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements	**Content Elaborations**
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.	Speaking and listening are about the **Presentation of Knowledge and Ideas**. Activities that involve a wide range of materials promote talk. Students need to understand and be provided with opportunities to use speaking and listening to achieve specific purposes: to inform, to persuade, and to solve problems. The Speech Communication Association notes that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. **In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topic and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.**

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Instructional Strategies and Resources

Conversation Strategies
To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique:

- Clarify-Extend
  1) Listen to what a child has to say,
  2) Pick an idea from the child's talk and explain it, disentangle it, or add to it.
- Ask-Tell
  1) Become involved in what the child is doing,
  2) Highlight what the child should attend to,
  3) Maintain interest by breaking down the task,
  4) Offer praise and encouragement
- Think Aloud
  1) Involve the child in what you are wondering,
  2) Share your thoughts out loud,
  3) Model how to think it through to a conclusion

Role Play
Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.

Talking Beads
Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Vocabulary Development During Read-Alouds: Primary Practices by Karen J. Kindle in *The Reading Teacher* (November 2009). This study explored the complexities of vocabulary development by examining the read-aloud practices of four primary teachers through observations and interviews. Three levels of vocabulary development and nine different instructional strategies were evident in the data. Variations in practice were related to pedagogical beliefs, grade level, and pragmatic issues of time.

Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening by Kathy A. Mills in *The Reading Teacher* (December, 2009) This article provides a repertoire of speaking and listening strategies to develop the metacognitive thinking of students in the elementary years.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Language
Topic	Conventions of Standard English

Standard Statements	**Content Elaborations**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Beginning writers often use gross approximations of letter forms, invented words and make-believe sentences in their work. These approximations become more refined as these writers are encouraged to read their work aloud to a peer or adult. In this work, specific **Conventions of Standard English** (punctuation, plurals) can be focused on and incorporated into the authentic writing. Daily writing for a variety of purposes is critical to the development of convention and grammatical knowledge. Speaking vocabulary increases with exposure to authentic experiences, discovery and interactions with text. Expansion of sentences provides speakers with opportunities to hear additional ways of expressing thoughts. “I have a yellow dress on today,” as expressed by a student can get the response, “I love the purple flowers on your sparkly, yellow dress,” from the teacher. Giving the student more words to use in descriptive situations. **In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.**

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Strand	Language
Topic	Conventions of Standard English

Instructional Strategies and Resources

Interactive Writing
Interactive writing is a cooperative event in which teacher and children jointly compose and write text. Interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. These activities can be as simple as using a nursery rhyme and leaving words out that students can help spell and write to composing a class story around a shared event.

Chart Targets
Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. For example, circle words with the short a sound, identify end punctuation and explain how it makes you read, find question words etc.

Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers (3rd Edition) by Gail E. Tompkins provides classroom vignettes, examples of student work, ideas for mini-lessons, and assessment tools

Interactive Writing: How Language & Literacy Come Together, K-2 by Andrea McCarrier, Irene C. Fountas, and Gay Su Pinnell, (Heinemann, 1999) Focused on the early phases of writing, the book has special relevance to prekindergarten, kindergarten, grade 1 and 2 teachers.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Language
Topic	Vocabulary Acquisition and Use

Standard Statements	**Content Elaborations**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Kindergarten is a time of significant **Vocabulary Acquisition and Use**. Readers, writers, speakers and listeners identify and use word meanings, inflections and affixes based on shared reading experiences. They explore word relationships and usage through conversations, reading, read alouds, and responding to texts with scaffolding and support. They explore new vocabulary through speaking and shared writing experiences, and encounter/learn vocabulary modeled in conversations and texts. Young students often overgeneralize the rules of English, for example in expressing past tense –ed gets added to any verb (go-ed for went, think-ed for thought). In the beginning, this overgeneralization shows that students have internalized that specific rule. Providing language for the exceptions will expand their vocabulary. **In the next grade band, students investigate the uses of formal and informal English, use grade appropriate vocabulary in speaking, reading, and writing, develop an understanding of figurative language and its influences on text and increase their content and academic vocabulary.**

Strand	Language
Topic	Vocabulary Acquisition and Use

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Instructional Strategies and Resources

Word Sorts
1. Place small objects or picture cards where everyone can see. The cards/objects should share some commonalities (i.e., fruits and vegetables, colors, big and little). 2. Students sort the cards/items into two or more categories. 3. Students share their sorts with classmates, emphasizing the categories they made. As students begin reading, these word sorts can be done by word family, beginning sounds, vowel sounds, etc.

Concept Books
Share books that focus on a single concept to expand students' understanding of that concept. For example, *Black? White! Day? Night!* by Seeger and *Brian Wildsmith's Opposites* by Brian Wildsmith for opposites or *Under, Over and Through* by Tana Hoban and *We're Going on a Bear Hunt* when studying position words.

Guess What?
Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example*, a ball* might be a correct answer initially however, *a red playground ball* would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language.

Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing by Kathleen A. Roskos, Patton O. Tabors, and Lisa A. Lenhart (International Reading Association, 2009) Provides strategies, instructional frameworks and ways to develop assessment appropriate to the age and task.

Literacy Development in the Early Years: Helping Children Read and Write (6th Edition) by Lesley Mandel Morrow (Allyn and Bacon, 2008) Provides strategies to help young children develop literacy skills within the context of real reading and writing.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.