<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
</table>
| 1. READING - LITERATURE | Students | The teacher
- Models the following reading strategies: using prior knowledge; sampling a page for readability; summarizing, oral retelling; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized; using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential; using metacognition strategies for understanding text.
- Facilitates comprehension strategies: making connections; questioning; visualizing; inferring; determining importance; synthesizing information; self-monitoring or fix-up; predicting; summarizing.
- Models the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map); compare/contrast organizers (Venn diagrams, comparison charts); organizers (word web, concept map); evaluation organizers (charts, scales); categorize/classify organizers (category, tree); relational organizers (fish bone, pie chart).

INSTRUCTIONAL STRATEGIES: sequencing activities, felt board, puppets, journal entries, read alouds discussions, readers response activities, self-selecting reading.

ASSESSMENTS: oral retell, sequencing, manipulation of story pictures reflecting beginning/middle/end/character/setting. | Textbook
- TBD
- Core Books
- Leveled Text range: AA-F

LITERATURE, REQUIRED
- Multiple copies within each genre at each level, levels AA-F

AUTHOR STUDY CHOICES
- Asche, Frank
- Carle, Eric
- Cowley, Joy
- Fleming, Denise
- Keats, Ezra Jack
- Wells, Rosemary

LITERARY TEXT
- Poetry, plays, fairytales, fantasy, fables, realistic fiction

INFORMATIONAL
- National Geographic for Kids
- Time for Kids
- Weekly Reader
- Science trade books: Earth, sun, and moon; five senses; food web; life cycle of a plant; stars; magnetic force

INFORMATIONAL TEXT
- Reports, children’s magazines, content trade books, Internet websites, etc.

SUPPLEMENTARY BOOKS/MATERIAL
- 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
- Big Books

ASSESSMENTS
- NWEA
- DRA 2/Running Records
- Writing Prompts (TBD)
- Common Tasks (TBD)

SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS
- ATIMWeb
- Anecdotal records
- Checklists
- Conferencing
- Graphic organizers
- Journals
- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal
- Oral presentations
- Performance/problem-based/common tasks

- Writing: Informational, Narrative, Opinion

- Additional resources:
  - 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
  - Big Books

2/24/2012 Middletown Public Schools
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<tr>
<td>1.</td>
<td></td>
<td>1.2</td>
<td>Students</td>
<td></td>
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<tr>
<td>1.2</td>
<td></td>
<td>1.2.1</td>
<td>Ask and answer questions about unknown words in a text. (RL.K.4)</td>
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<tr>
<td></td>
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<td>The teacher</td>
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<td>Models the following reading strategies</td>
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<td>using prior knowledge</td>
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<td>sampling a page for readability</td>
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<td></td>
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<td></td>
<td>summarizing, oral retelling</td>
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**STANDARDS**

1. **READING - LITERATURE**

**BENCHMARKS**

Middletown Public Schools

**INSTRUCTIONAL STRATEGIES**

- Employs best practice reading strategies
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading

Models readers'/writers' workshop

Facilitates
  - readers' theater

**RESOURCES**

- Book room, fiction and non-fiction, levels A-M
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Comprehension K-3, Owocki
- Formative Assessment and Standards Based Grading, Classroom Strategies That Work, Marzano
- Grade Level and Grade Span Expectations for English Language Arts
- Growing Readers, Collins
- Matching Books to Readers, Fountas and Pinnell
- Reciprocal Teaching, Owocki
- Rhode Island PreK-12 Literacy Policy
- The Continuum of Literacy Learning, Fountas and Pinnell
- The Fluent Reader, Rasinski
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  - www.commoncore.org/maps
  - www.readinglady.com
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  - www.starfall.com

**ASSESSMENT EVIDENCE**

- NWEA
- DRA 2/Running Records
- Writing Prompts (TBD)
- Common Tasks (TBD)
### STANDARDS

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<tr>
<td>e.g. • Analyze and interpret elements of literary texts read aloud, citing evidence where appropriate. R-K-5</td>
<td>• predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one’s mind) • making connections (text to self, text to text, and text to world) • locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized • using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential • using metacognition strategies for understanding text</td>
<td>Literature Required: • Multiple copies within each genre at each level, levels AA-F</td>
<td></td>
</tr>
<tr>
<td>1.2.2 Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)</td>
<td>Facilitates comprehension strategies • making connections • questioning • visualizing • inferring • determining importance • synthesizing information • self-monitoring or fix-up • predicting • summarizing</td>
<td>Author Study Choices: • Aiche, Franke • Carroll, Eric • Cowley, Joy • Fleming, Danise • Keats, Ezra Jack • Wells, Rosemary</td>
<td></td>
</tr>
<tr>
<td>• Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate. (D) R-1-5</td>
<td>Models the use of graphic organizers: sequence organizers (chain, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree), relational organizers (fish bone, pie chart)</td>
<td>Literary Text: Poetry, plays, fairytales, fantasy, fables, realistic fiction</td>
<td></td>
</tr>
<tr>
<td>• Distinguish between literary and informational texts. (D) R-1-4.4</td>
<td>Employs best practice reading strategies • read aloud • think aloud • shared reading • guided reading • self-selected reading</td>
<td>Supplementary books/material: • 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins • Big Books • Book room, fiction and non-fiction, levels A-M • Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects • Grade Level and Grade Span Expectations for English Language Arts • Growing Readers, Collins • Matching Books to Readers, Fountas and Pinnell • Reciprocal Teaching, Oowcki</td>
<td></td>
</tr>
<tr>
<td>• Identify literary devices as appropriate to genre: rhyme, repeated language e.g., “teeny- tiny.” (D) R-1-4.5</td>
<td>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS • AIMSweb • Anecdotal records • Checklists • Conferencing • Graphic organizers • Journals</td>
<td>Formal summative assessments e.g. role playing – kinaesthetic, graphic organizing – visual, collaboration – interpersonal</td>
<td></td>
</tr>
<tr>
<td>• Participate in discussions about text, ideas, and student writing by • offering comments and supporting evidence • recommending books and other materials • responding to the comments and recommendations of peers, librarians, teachers, and others. (D) R-1-17.2</td>
<td>• Oral presentations • Performance/problem-based/common tasks</td>
<td><strong>Writing</strong> • Informational • Narrative • Opinion</td>
<td></td>
</tr>
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### SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS

- AIMSweb
- Anecdotal records
- Checklists
- Conferencing
- Graphic organizers
- Journals
- Multiple Intelligences assessments e.g. role playing – kinaesthetic, graphic organizing – visual, collaboration – interpersonal
- Oral presentations
- Performance/problem-based/common tasks
- Writing
  - Informational
  - Narrative
  - Opinion

### LITERATURE REQUIRED

- Multiple copies within each genre at each level, levels AA-F

### AUTHOR STUDY CHOICES

- Aiche, Frank
- Carroll, Eric
- Cowley, Joy
- Fleming, Danise
- Keats, Ezra Jack
- Wells, Rosemary

### LITERARY TEXT

- Poetry, plays, fairytales, fantasy, fables, realistic fiction

### Supplementary books/material

- 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
- Big Books
- Book room, fiction and non-fiction, levels A-M
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Grade Level and Grade Span Expectations for English Language Arts
- Growing Readers, Collins
- Matching Books to Readers, Fountas and Pinnell
- Reciprocal Teaching, Oowcki

### INSTRUCTIONAL STRATEGIES

- Readers theater, direct instruction, author study, retelling with props, read aloud discussions, picture cues

### ASSESSMENTS

- Informal classroom observation, written or oral

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Middletown Public Schools
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<td>1. <strong>READING – LITERATURE</strong></td>
<td>Students</td>
<td><strong>Models the following reading strategies:</strong></td>
<td><strong>Textbook</strong></td>
<td><strong>ASSESSMENTS</strong></td>
</tr>
<tr>
<td>1.3 Integration of Knowledge and Ideas</td>
<td>Students</td>
<td>• using prior knowledge</td>
<td>TBD</td>
<td>• NWEA</td>
</tr>
<tr>
<td>1.3.1 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). (RL.K.7)</td>
<td></td>
<td>• sampling a page for readability</td>
<td></td>
<td>• DRA 2/Running Records</td>
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<tr>
<td>1.3.2 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.8)</td>
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<td>• summarizing, oral retelling</td>
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<td>• Writing Prompts (TBD)</td>
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<td>• predicting and making text based Inferences</td>
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<td>• determining importance</td>
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<td>• generating literal, clarifying, and inferential questions</td>
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<td>• constructing sensory images (making pictures in one’s mind)</td>
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<td>• making connections (text to self, text to text, and text to world)</td>
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<td>• locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized</td>
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<td>• using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential</td>
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<td>• using metacognition strategies for understanding text</td>
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<td><strong>Facilitates comprehension strategies:</strong></td>
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<td>• making connections</td>
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<td>• questioning</td>
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<td>• visualizing</td>
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<td>• inferring</td>
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<td></td>
<td></td>
<td><strong>INSTRUCTIONAL STRATEGIES:</strong> read alouds, picture walks, questioning author study, guided reading, oral presentations</td>
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<td></td>
<td><strong>ASSESSMENT:</strong> reading response, informal classroom observation</td>
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</tr>
</tbody>
</table>

**Additional Resources:**
- **Panell:**
  - The Fluent Reader, Rasinski
  - The Teaching of Reading, Calkins
- **Weekly publications**
- **Technology:**
  - Computers
  - LCD projectors
  - Smartboards
  - www.carlscorner.us.com
  - www.corestandards.org
  - www.commoncore.org/maps
  - www.readinglady.com
  - www.ride.ri.gov
  - www.starfall.com
- **LITERATURE, REQUIRED**
  - Multiple copies within each genre at each level, levels AA-F
- **ARTICLE STUDY CHOICES**
  - Asche, Frank
  - Carle, Eric
  - Cowley, Joy
  - Fleming, Denise
  - Keats, Ezra Jack
  - Wells, Rosemary
- **Supplementary books/material**
  - 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmerman, Hitchings
  - Big Books
  - Book room, fiction and non-fiction
- **ASSESSMENTS**
  - AIMSweb
  - Anecdotal records
  - Checklists
  - Conferencing
  - Graphic organizers
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  - Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal
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<tr>
<td>1. READING - LITERATURE</td>
<td><strong>Students</strong></td>
<td>1.4 Range of Reading and Level of Text</td>
<td><strong>The teacher</strong></td>
<td><strong>Textbook</strong></td>
</tr>
<tr>
<td></td>
<td>1.4.1 Actively engage in group reading activities with purpose and understanding. (RL.1.10)</td>
<td>Models the following reading strategies</td>
<td><strong>TBD</strong></td>
<td><strong>ASSESSMENTS</strong></td>
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<tr>
<td></td>
<td></td>
<td>• using prior knowledge</td>
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<td>• predicting and making text based</td>
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<td>• Common Tasks (TBD)</td>
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**ASSURANCES**

- Performance/problem-based/common tasks
- Writing
  - Informational
  - Narrative
  - Opinion

**TECHNOLOGY**

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- www.ride.ri.gov
- www.starfall.com

**ASSESSMENTS**

- Fiction, levels A-M
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Comprehension K-3, Owocki
- Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
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- Weekly publications
## STANDARDS

### Complexity
- Read with frequency, including in-school, out-of-school, and summer reading. (D) R-1-14.1
- Read from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts). (D) R-1-14.2
  - **Reference materials:** Read-alouds and guided/shared reading of children’s magazines, content trade books, informational charts, etc.
  - **Practical texts:** lists, labels, environmental print, pictorial charts and graphs, simple directions, invitations, calendars, simple maps/classroom maps, etc.
- Self-select reading materials aligned with reading ability and personal interests. (D) R-K-1.7.1
- Use comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text that might include: (D) R-1-13
  - using prior knowledge
  - predicting and making text-based inferences
  - determining importance
  - generating literal and clarifying questions
  - constructing sensory images, e.g., making pictures in one’s mind; making connections (text to self, text to text, and text to world)
  - locating and using text features, e.g. transition words, subheadings.

## BENCHMARKS

### Middletown Public Schools

## INSTRUCTIONAL STRATEGIES

- **Inferences:**
  - determining importance
  - generating literal, clarifying, and inferential questions
  - constructing sensory images (making pictures in one’s mind)
  - making connections (text to self, text to text, and text to world)
  - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
  - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
  - using metacognition strategies for understanding text
- **Facilitates comprehension strategies**
  - making connections
  - questioning
  - visualizing
  - inferring
  - determining importance
  - synthesizing information
  - self-monitoring or fix-up
  - predicting
  - summarizing

Models the use of graphic organizers:
- sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts),
- organizers (word web, concept map),
- evaluation organizers (charts, scales),
- categorize/classify organizers (categories, tree),
- relational organizers (fish bone, pie chart)

Employs best practice reading strategies
- read aloud
- think aloud
- shared reading
- guided reading
- self-selected reading

## RESOURCES

- Multiple copies within each genres at each level, levels AA-F

## AUTHOR STUDY CHOICES
- Asche, Frank
- Carle, Eric
- Cowley, Joy
- Flemming, Denise
- Keats, Ezra Jack
- Wells, Rosemary

## Literary text
- Poetry, plays, fairytales, fantasy, fables, realistic fiction

## Supplementary books/material
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Big Books*
- *Book room, fiction and non-fiction, levels A-M*
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- *Matching Books to Readers, Fountas and Pinnell*
- *Reciprocal Teaching, Owocki*
- *Rhode Island PreK-12 Literacy Policy*
- *The Continuum of Literacy Learning, Fountas and Pinnell*

## ASSESSMENT EVIDENCE

### SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS

- *AIMSweb*
- *Anecdotal records*
- *Checklists*
- *Conferencing*
- *Graphic organizers*
- *Journals*
- *Multiple Intelligences assessments e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal*
- *Oral presentations*
- *Performance/problem-based/common tasks*
- *Writing*
  - Informational
  - Narrative
  - Opinion

## RESOURCES

- *Multiple copies within each genres at each level, levels AA-F*

## AUTHOR STUDY CHOICES

- *Asche, Frank*
- *Carle, Eric*
- *Cowley, Joy*
- *Flemming, Denise*
- *Keats, Ezra Jack*
- *Wells, Rosemary*

## Literary text

- Poetry, plays, fairytales, fantasy, fables, realistic fiction

## Supplementary books/material

- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Big Books*
- *Book room, fiction and non-fiction, levels A-M*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Comprehension K-3, Owocki*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- *Grade Level and Grade Span Expectations for English Language Arts*
- *Growing Readers, Collins*
- *Matching Books to Readers, Fountas and Pinnell*
- *Reciprocal Teaching, Owocki*
- *Rhode Island PreK-12 Literacy Policy*
- *The Continuum of Literacy Learning, Fountas and Pinnell*
## ENGLISH LANGUAGE ARTS CURRICULUM GRADE K

**Curriculum Writers:** Liz Bollard, Ruth Lynn Butler, Johanna Cadoret, Camille Guerin, and Doreen O’Neil

### BENCHMARKS

**Middletown Public Schools**

1. **STANDARDS**

2. **Book**

3. **Chapter**

4. **BENCHMARKS**

5. **INSTRUCTIONAL STRATEGIES**

6. **RESOURCES**

7. **ASSESSMENT EVIDENCE**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Book/Chapter</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
<td>Students</td>
</tr>
</tbody>
</table>

### 1. READING – INFORMATIONAL TEXT

#### 1.5 Key Ideas and Details

<table>
<thead>
<tr>
<th>1.5.1</th>
<th>With prompting and support, ask and answer questions about key details in a text. (RI.K.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Generate questions during read alouds. R-K-7.4</td>
</tr>
<tr>
<td></td>
<td>• Make basic inferences. R-K-8.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5.2</th>
<th>With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use explicitly stated information to answer questions. R-K-7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5.3</th>
<th>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Tell what was learned. R-K-8.1</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL STRATEGIES:

- Models readers’/writers’ workshop
- Facilitates
  - readers’ theater
- The teacher models the following reading strategies
  - using prior knowledge
  - sampling a page for readability
  - summarizing, and retelling
  - predicting and making text based inferences
  - determining importance
  - generating literal, clarifying, and inferential questions
  - constructing sensory images (making pictures in one’s mind)
  - making connections (text to self, text to text, and text to world)
  - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
  - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
  - using metacognition strategies for
- The teacher

### RESOURCES

- **Textbook**
  - TBD
- **Core Books**
  - Leveled text range: AA-F
- **Informational text**
  - Reports, children’s magazines, content trade books, Internet websites, etc.
- **ASSESSMENTS**
  - NWEA
  - DRA 2/Running Records
  - Writing Prompts (TBD)
  - Common Tasks (TBD)
- **SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**
  - AIMSweb
  - Anecdotal records
  - Checklists
  - Conferencing
  - Graphic organizers
  - Journals

### ASSESSMENTS

- Technology
  - Computers
  - LCD projectors
  - Smartboards
  - www.carlscorner.us.com
  - www.corestandards.org
  - www.commoncore.org/maps
  - www.readinglady.com
  - www.pbkri.gov
  - www.starfall.com

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2/24/2012

Middletown Public Schools
### INSTRUCTIONAL STRATEGIES
- Flexible grouping, graphic organizers, modeling, question wands or cubing

### ASSESSMENTS
- Written and oral responses, reading response, DRA2, science notebooks, rubrics

### STANDARDS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Benchmark</th>
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<tr>
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### BENCHMARKS

<table>
<thead>
<tr>
<th>Middletown Public Schools</th>
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</table>

### INSTRUCTIONAL STRATEGIES

- Facilitates comprehension strategies
  - making connections
  - questioning
  - visualizing
  - inferring
  - determining importance
  - synthesizing information
  - self-monitoring or fix-up
  - predicting
  - summarizing

- Models the use of graphic organizers:
  - sequence organizers (chains, cycle)
  - concept development (mind map)
  - compare/contrast organizers (Venn diagrams, comparison charts)
  - organizers (word web, concept map)
  - evaluation organizers (charts, scales)
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)

- Employs best practice reading strategies
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading

- Models readers' writers' workshop

### RESOURCES

- *Supplementary books/material*
  - 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
  - Big Books
  - Book room, fiction and non-fiction, levels A-M
  - Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
  - Comprehension K-3, Owocki
  - Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, Marzano
  - Grade Level and Grade Span Expectations for English Language Arts
  - Growing Readers, Collins
  - Matching Books to Readers, Fountas and Pinnell
  - Reciprocal Teaching, Owocki
  - Rhode Island PreK-12 Literacy Policy
  - The Continuum of Literacy Learning, Fountas and Pinnell
  - The Fluent Reader, Rasinski
  - The Teaching of Reading, Collins
  - Weekly publications

### TECHNOLOGY

- Computers
- LCD projectors
- Smartboards
- www.carlscorner.us.com
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- www.ride.ri.gov
- www.starfall.com

### MULTIPLE INTELLIGENCES

- Assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal

- Oral presentations

- Writing
  - Informational
  - Narrative
  - Opinion
### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
</table>
| 1. READING – INFORMATIONAL TEXT | Students | With prompting and support, ask and answer questions about unknown words in a text. *(RI.K.4)*
| 1.6 Craft and Structure | 1.6.1 | Demonstrate knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind). R-K-3.2 |
| | | Identify the front cover, back cover, and title page of a book. *(RI.K.5)* |
| | 1.6.3 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *(RI.K.6)* |
| | | Make basic inferences. R-K-8.3 |
| | | Identify facts presented in text. *(D)* R-1-8.4 |

#### INSTRUCTIONAL STRATEGIES:
- charts, diagrams, graphic organizers, picture walks, brainstorming, KWL, questioning, cueing

#### ASSESSMENTS:
- written and oral responses, science notebooks, informal observations

<table>
<thead>
<tr>
<th>The Teacher Models the following reading strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- using prior knowledge</td>
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<tr>
<td>- sampling a page for readability</td>
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<tr>
<td>- summarizing, oral retelling</td>
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<tr>
<td>- predicting and making text based inferences</td>
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<tr>
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<td>- generating literal, clarifying, and inferential questions</td>
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<td>- constructing sensory images (making pictures in one's mind)</td>
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<td>- making connections (text to self, text to text, and text to world)</td>
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<tr>
<td>- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential</td>
</tr>
<tr>
<td>- using metacognition strategies for understanding text</td>
</tr>
</tbody>
</table>

#### Facilitates comprehension strategies:
- making connections |
- questioning |
- visualizing |
- inferring |
- determining importance |
- synthesizing information |
- self-monitoring or fix-up |
- predicting |
- summarizing

#### INFORMATIONAL:
- National Geographic for Kids |
- Time for Kids |
- Weekly Reader |
- Science trade books |
  - Earth, sun, and moon |
  - five senses |
  - food web |
  - life cycle of a plant |
  - stars |
  - magnetic force |

#### SUPPLEMENTARY books/material:
- Reports, children's magazines, content trade books, Internet websites, etc.

#### ASSESSMENTS:
- NWEA |
- DRA 2/Running Records |
- Writing Prompts *(TBD)* |
- Common Tasks *(TBD)*

#### SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS:
- AIMSwef |
- Anecdotal records |
- Checklists |
- Conferencing |
- Graphic organizers |
- Journals |
- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal |
- Oral presentations |
- Performance/problem-based/common tasks

#### WRITING:
- Informational |
- Narrative |
- Opinion

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2/24/2012

Middletown Public Schools
### STANDARDS

<table>
<thead>
<tr>
<th>1. READING - INFORMATIONAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 Integration of Knowledge and Ideas</td>
</tr>
<tr>
<td>1.7.1 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). (RI.K.7)</td>
</tr>
<tr>
<td>• Obtain information, using text features (e.g., title and illustrations). R-K-7.1</td>
</tr>
<tr>
<td>• e.g. I remember...</td>
</tr>
<tr>
<td>1.7.2 With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)</td>
</tr>
<tr>
<td>• Tell what was learned. R-K-8.1</td>
</tr>
<tr>
<td>• Identify facts presented in text. (D) R-1-8.4</td>
</tr>
</tbody>
</table>

### BENCHMARKS

Middletown Public Schools

### INSTRUCTIONAL STRATEGIES

- Employs best practice reading strategies
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading
  - Models readers’/writers’ workshop

### RESOURCES

- Matching Books to Readers, Fountas and Pinnell
- Reciprocal Teaching, Owocki
- Rhode Island PreK-12 Literacy Policy
- The Continuum of Literacy Learning, Fountas and Pinnell
- The Fluent Reader, Rasinski
- The Teaching of Reading, Calkins
- Weekly publications

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- www.starfall.com

### TEXTBOOK

- TBD

### CORE BOOKS

- Leveled text range: AA-F

### INFORMATIONAL TEXT

- National Geographic for Kids
- Time for Kids
- Weekly Reader
- Science trade books
  - Earth, sun, and moon
  - five senses
  - food web
  - life cycle of a plant
  - stars
  - magnetic force

### ASSESSMENT EVIDENCE

#### ASSESSMENTS

- NWEA
- DRA 2/Running Records
- Writing Prompts (TBD)
- Common Tasks (TBD)

#### INFORMATIONAL TEXT

- Reports, children’s magazines, content trade books, Internet websites.

#### FORMATIVE/SUMMATIVE ASSESSMENTS

- AIMSweb
- Anecdotal records
- Checklists
- Conferencing
- Graphic organizers
- Journals
### Standards

1.7.3 With prompting and support, identify basic similarities in and differences between two texts on the same topic, e.g., in illustrations, descriptions, or procedures. (RI.K.9)

- Tell what was learned. R-K-8.1
- Identify the topic of the text or explaining the title. R-1-8.2

### Instructional Strategies

- Using metacognition strategies for understanding text
- Facilitates comprehension strategies
  - Making connections
  - Questioning
  - Visualizing
  - Inferring
  - Determining importance
  - Synthesizing information
  - Self-monitoring or fix-up
  - Predicting
  - Summarizing
- Models the use of graphic organizers:
  - Sequence organizers (chains, cycle)
  - Concept development (mind map)
  - Compare/contrast organizers (Venn diagrams, comparison charts)
  - Organizers (word web, concept map)
  - Evaluation organizers (charts, scales)
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  - Relational organizers (fish bone, pie chart)
- Employs best practice reading strategies
  - Read aloud
  - Think aloud
  - Shared reading
  - Guided reading
  - Self-selected reading
- Models readers’/writers’ workshop
- Facilitates
  - Readers’ theater

### Resources

- Supplementary books/material
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Big Books*
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- *Comprehension K-3*, Owocki
- *Effective Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Grade Level and Grade Span Expectations for English Language Arts*
- *Growing Readers*, Collins
- *Matching Books to Readers*, Fountas and Pinnell
- *Reciprocal Teaching*, Owocki
- *Rhode Island PreK-12 Literacy Policy*
- *The Continuum of Literacy Learning*, Fountas and Pinnell
- *The Florent Reader, Bazinski*
- *The Teaching of Reading*, Calkins
- *Weekly publications*

### Assessment Evidence

- Multiple Intelligences assessments e.g. role playing
- Bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal
- Oral presentations
- Performance/problem-based/common tasks
- Writing
  - Informational
  - Narrative
  - Opinion

### Supplementary Books/Material

- *Matching Books to Readers, Fountas and Pinnell*
- *Reciprocal Teaching, Owocki*
- *Rhode Island PreK-12 Literacy Policy*
- *The Continuum of Literacy Learning, Fountas and Pinnell*
- *The Fluent Reader, Bazinski*
- *The Teaching of Reading*, Calkins
- *Weekly publications*
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>READING – INFORMATIONAL TEXT</strong></td>
<td><strong>Middletown Public Schools</strong></td>
<td>The teacher models the following reading strategies: using prior knowledge, sampling a page for readability, summarizing, oral retelling, determining importance, generating literal, clarifying, and inferential questions, constructing sensory images (making pictures in one’s mind), making connections (text to self, text to text, and text to world), locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized, using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential, using metacognition strategies for understanding text.</td>
<td><strong>Textbook</strong> TBD</td>
<td><strong>ASSESSMENTS</strong> national Geographic for Kids Time for Kids Weekly Reader Science trade books: ○ Earth, sun, and moon ○ five senses ○ food web ○ life cycle of a plant ○ stars ○ magnetic force INFORMATIONAL ○ Reports, children’s magazines, content trade books, Internet websites, etc. Supplementary books/material: ○ 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins ○ Big Books ○ Book room, fiction and non-fiction, levels A-M ○ Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects ○ Comprehension K-3 Quick Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano ○ Grade Level and Grade Span Expectations for English Language Arts</td>
</tr>
<tr>
<td>1.8 Range of Reading Level of Text Complexity</td>
<td>Students</td>
<td><strong>INSTRUCTIONAL STRATEGIES:</strong> book talks, book bags, read alouds</td>
<td><strong>Core Books</strong> Leveled text range: AA-F</td>
<td><strong>ASSSESSMENTS:</strong> observations, reading response</td>
</tr>
<tr>
<td>1.8.1 Actively engage in group reading activities with purpose and understanding. (RI.K.10)</td>
<td></td>
<td></td>
<td><strong>ASSESSMENTS:</strong> NWEA DRA 2/Running Records Writing Prompts (TBD) Common Tasks (TBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ASSESSMENTS:</strong> AIMSweb Anecdotal records Checklists Conferencing Graphic organizers Journals Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal Oral presentations Performance/problem-based/common tasks Writing - informational Narrative Opinion</td>
<td></td>
<td></td>
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<tr>
<td>STANDARDS</td>
<td>BENCHMARKS</td>
<td>INSTRUCTIONAL STRATEGIES</td>
<td>RESOURCES</td>
<td>ASSESSMENT EVIDENCE</td>
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<tr>
<td>Reading</td>
<td>Middletown Public Schools</td>
<td>Employs best practice reading strategies</td>
<td>Resources</td>
<td>Evidence</td>
</tr>
<tr>
<td>1.</td>
<td>1.9 Print Concepts</td>
<td>Employs best practice reading strategies</td>
<td>Book</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>1.9.1 Demonstrate understanding of the organization and basic features of print. (RF.K.1)</td>
<td>Models the following reading strategies</td>
<td>Core Books</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>• Follow words from left to right, top to bottom, and page by page. (RF.K.1a)</td>
<td>• using prior knowledge</td>
<td>Textbook</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>• Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)</td>
<td>• summarizing, oral retelling</td>
<td>Core Books</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>• Understand that words are separated by spaces in print. (RF.K.1c)</td>
<td>• predicting and making text based inferences</td>
<td>Textbook</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>• Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)</td>
<td>• determining importance</td>
<td>Textbook</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>The teacher:</td>
<td>• generating literal, clarifying, and inferential questions</td>
<td>Textbook</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Models the following reading strategies</td>
<td>• constructing sensory images (making pictures in one’s mind)</td>
<td>Textbook</td>
<td>Assessment</td>
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<tr>
<td></td>
<td>• using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification.</td>
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**ASSESSMENTS**
- NWEA
- DRA 2/Running Records
- Writing Prompts (TBD)
- Common Tasks (TBD)

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**
- AIMSweb
- Anecdotal records
- Checklists
- Conferencing
- Graphic organizers
<table>
<thead>
<tr>
<th>STANDARDS</th>
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<th>ASSESSMENT EVIDENCE</th>
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<td>Grade K</td>
<td>Middletown Public Schools</td>
<td>logical strategies</td>
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<td>using metacognition strategies for understanding text</td>
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<td>Facilitates comprehension strategies</td>
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<td>making connections</td>
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<td>questioning</td>
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<td>summarizing</td>
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<td>Models the use of graphic organizers:</td>
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<td>sequence organizers (chain, cycle),</td>
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<td>concept development (mind map),</td>
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<td>compare/contrast organizers (Venn diagrams, comparison charts),</td>
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<tr>
<td></td>
<td></td>
<td>organizers (word web, concept map),</td>
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<td>evaluation organizers (charts; scales),</td>
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<td>categorize/classify organizers (categories, tree)</td>
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<td>relational organizers (Fish bone, pie chart)</td>
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<td>Employs best practice reading strategies</td>
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<td>read aloud</td>
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<td>think aloud</td>
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<td>shared reading</td>
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<td>guided reading</td>
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<td>self-selected reading</td>
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<td>Models readers'/writers' workshop</td>
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<td>Facilitates</td>
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<td>readers' theater</td>
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</tbody>
</table>

### Standards

1. **READING STANDARDS:**

1.10 Phonological Awareness

- **1.10.1** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken text.

#### Textbook

- **TBD**

#### Core Books

- Leveled text range: AA-F

### Assessment Evidence

- Journal
- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal
- Oral presentations
- Performance/problem-based/common tasks
- Writing
  - Informational
  - Narrative
  - Opinion

### Technology

- Computers
- LCD projectors
- Smartboards
- www.carlscorner.us.com
- www.corestandards.org
- www.readinglady.com
- www.ride.ri.gov
- www.starfall.com
### BENCHMARKS

#### Middletown Public Schools

- **STANDARDS**
  - **R-K.1.1** Blend and segment onsets and rimes of single-syllable spoken words.
  - **R-K.9.1** 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/.)
  - **R-K.9.3** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - **R-K.1.1** Demonstrate a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds.
  - **R-K.9.1** Blend and segment syllables and onset-rimes (e.g., cupcake, s-at).
  - **R-K.9.3** Isolate phonemes in single syllable words (e.g., Tell me the first sound in “mop;” tell me the last sound in “mop”).
  - **R-K.9.5** Recognize pairs of rhyming words.

#### INSTRUCTIONAL STRATEGIES

- generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one’s mind)
- making connections (text to self, text to text, and text to world)
- locating, using and analyzing text features e.g. transition words/ subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text

#### RESOURCES

- genre at each level, levels AA-F

#### ASSESSMENT EVIDENCE

- AIMSweb
- Anecdotal records
- Checklists
- Conferencing
- Graphic organizers
- Journals
- Multiple Intelligences assessments e.g. role playing
  - bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal
- Oral presentations
- Performance/problem-based/common tasks
  - Writing
    - Informational
    - Narrative
    - Opinion

#### AUTHOR STUDY CHOICES

- Asche, Frank
- Carle, Eric
- Cowley, Joy
- Flemming, Denise
- Keats, Ezra Jack
- Wells, Rosemary

#### LITERARY TEXT

- Poetry, plays, fairytales, fantasy, fables, realistic fiction

#### INFORMATIONAL TEXT

- *National Geographic for Kids*
- *Time for Kids*
- *Weekly Reader*
- *Science trade books*
  - Earth, sun, and moon
  - five senses
  - food web
  - life cycle of a plant
  - stars
  - magnetic force

#### INFORMATIONAL TEXT

- *Supplementary books/material*
  - *The Fluent Reader, Rasinski*

#### TECHNOLOGY

- Computers
- LCD projectors
- Smartboards
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- www.corestandards.org
- www.commoncore.org/maps
- www.readinglady.com
- www.readinglady.com
- www.starfall.com
- www.ride.ri.gov
### ENGLISH LANGUAGE ARTS CURRICULUM GRADE K

**Curriculum Writers:** Liz Bollard, Ruth Lynn Butler, Johanna Cadoret, Camille Guerin, and Doreen O’NeiI

**STANDARDS**

<table>
<thead>
<tr>
<th>1. READING STANDARDS:</th>
<th>1.11 Foundational Phonics and Word Recognition</th>
</tr>
</thead>
</table>
| 1.11.1 Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3) | **BENCHMARKS**
| • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RFK.3a) | **INSTRUCTIONAL STRATEGIES**
| • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RFK.3b) | Facilitates
| • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RFK.3c) | • readers’ theater
| • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RFK.3d) | **RESOURCES**
| **INSTRUCTIONAL STRATEGIES:** multiple exposures | Facilitates
| **ASSESSMENT EVIDENCE** | The teacher
| **ASSESSMENTS** | Models the following reading strategies
| • Textbook | • using prior knowledge
| • TBD | • sampling a page for readability
| • Core Books | • summarizing, oral retelling
| • Leveled text range: AA-F | • predicting and making text based inferences
| • Literature Required | • determining importance
| • Multiple copies within each genre at each level, levels AA-F | • generating literal, clarifying, and inferential questions
| • Author Study Choices | • constructing sensory images (making pictures in one’s mind)
| • Asche, Frank | • making connections (text to self, text to text, and text to world)
| • Carle, Eric | • locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
| • Cowley, Joy | • using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
| • Fleming, Denise | • using metacognition strategies for understanding text
| • Keats, Ezra Jack | • making connections, (phonetically regular words (going from left to right), represent their sounds. R-K.1.1
| • Wells, Rosemary | • reading high frequency words, including
| **LITERATURE, REQUIRED** | • names
| • Poetry, plays, fairytales, fantasy, fables, realistic fiction | • environmental print
| • Informational | • sight words (as appropriate to the child’s personal and classroom experiences. R-K.1.4
| | **INFORMATIONAL**
| | • Reports, children’s magazines, content trade books, Internet websites, etc.
| | • Earth, sun, and moon
| | • five senses
| | • food web
| | • life cycle of a plant
| | • stars
| | • magnetic force
| | • Oral presentations
| | • Performance/problem-based/common tasks
| | • Writing
| | • Informational
| | • Narrative
| | • Opinion
| | **TEXTBOOK**
| | • TBD
| | **AUTHOR STUDY CHOICES**
| | • Asche, Frank
| | • Carle, Eric
| | • Cowley, Joy
| | • Fleming, Denise
| | • Keats, Ezra Jack
| | • Wells, Rosemary
| | **INSTRUCTIONAL STRATEGIES:**
| | • making connections
| | • questioning
| | • visualizing
| | • inferring
| | • determining importance
| | • synthesizing information
| | • self-monitoring or fix-up
| | • predicting
| | • summarizing
| | **INFORMATIONAL:**
| | • National Geographic for Kids
| | • Time for Kids
| | • Weekly Reader
| | • Science trade books
| | • Earth, sun, and moon
| | • five senses
| | • food web
| | • life cycle of a plant
| | • stars
| | • magnetic force
| **LITERARY TEXT**
| • Poetry, plays, fairytales, fantasy, fables, realistic fiction
| **SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS**
| • AIMSweb
| • Anecdotal records
| • Checklists
| • Conferencing
| • Graphic organizers
| • Journals
| • Multiple Intelligences assessments e.g. role playing
| • bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal
| | **ASSESSMENT EVIDENCE**
| | • Oral presentations
| | • Performance/problem-based/common tasks
| | • Writing
| | • Informational
| | • Narrative
| | • Opinion
| | **SUGGESTED SUPPLEMENTARY BOOKS/MATERIALS**
| | • Earth, sun, and moon
| | • five senses
| | • food web
| | • life cycle of a plant
| | • stars
| | • magnetic force
| | • Oral presentations
| | • Performance/problem-based/common tasks
| | • Writing
| | • Informational
| | • Narrative
| | • Opinion
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. READING STANDARDS</td>
<td>1.12 Foundational Skills Fluency</td>
<td>to the same text, word sorts (Words Their Way), chunking, multi-sensory activities, paired reading, word games, daily language, literacy centers, word rings, word walls, read the room, sound boxes, alphabet chart, flash cards, bingo, environmental print, morning message, language experience study, name charts, predictable charts</td>
<td>• categorize/classify organizers (categories, tree) • relational organizers (fish bone, pie chart)</td>
<td>• The Fluent Reader, Rasinski Technology • Computers • LCD projectors • Smartboards • <a href="http://www.carlscorner.us.com">www.carlscorner.us.com</a> • <a href="http://www.corestandards.org">www.corestandards.org</a> • <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a> • <a href="http://www.readinglady.com">www.readinglady.com</a> • <a href="http://www.idaho.gov">www.idaho.gov</a> • <a href="http://www.starfall.com">www.starfall.com</a></td>
</tr>
<tr>
<td>1.12.1 Read emergent-reader texts with purpose and understanding. (RFK.4)</td>
<td>• Read level B books independently at the end of K.</td>
<td>Employs best practice reading strategies: • read aloud • think aloud • shared reading • guided reading • self-selected reading</td>
<td>Facilitates readers' theater Models readers'/writers' workshop</td>
<td>Facilitates readers' theater Models the following reading strategies: • using prior knowledge • sampling a page for readability • summarizing, oral retelling • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized • using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential • using metacognition strategies for understanding text</td>
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<td>ASSESSMENTS: informal reading inventories, AIMS Web, readers response, letter ID chart, letter sound chart, word list</td>
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<tr>
<td>STANDARDS</td>
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<td>INSTRUCTIONAL STRATEGIES</td>
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</table>
|           | Middletown Public Schools | • determining importance  
• synthesizing information  
• self-monitoring or fix-up  
• predicting  
• summarizing  
Models the use of graphic organizers:  
• sequence organizers (chains, cycle),  
• concept development (mind map),  
• compare/contrast organizers (Venn diagrams, comparison charts),  
• organizers (word web, concept map),  
• evaluation organizers (charts, scales),  
• categorize/classify organizers (categories, tree),  
• relational organizers (fish bone, pie chart)  
Employes best practice reading strategies:  
• read aloud  
• think aloud  
• shared reading  
• guided reading  
• self-selected reading  
Models readers’/writers’ workshop:  
Facilitates:  
• readers’ theater | • five senses  
• food web  
• life cycle of a plant  
• stars  
• magnetic force  
Informational text:  
• Reports, children’s magazines, content trade books, Internet websites, etc.  
Supplementary books/material:  
• The Fluent Reader, Rasinski  
Technology:  
• Computers  
• LCD projectors  
• Smartboards  
• www.carlscorner.us.com  
• www.corestandards.org  
• www.commoncore.org/maps  
• www.readinglady.com  
• www.rde-ri.gov  
• www.starfall.com | • Performance/problem-based/common tasks  
• Writing  
• Informational  
• Narrative  
• Opinion |

2. WRITING  
2.1 Text Types and Purposes  
2.1.1 Students  
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (W.K.1)  
• Express an idea using pictures and letters. W-K.1.1  
• Use pictures to illustrate details/information related to topic (pictures may include labels). W-K.8.1  
The teacher  
Models the rituals and routines of writers’ workshop using the 10/40/10 model:  
• focus lesson (10 minutes)  
• guided practice (40)  
• share (10)  
Models characteristics of good writing, e.g.  
• organization  
• idea  
• voice  
• sentence fluency  
• convention  
• word choice  
Textbook  
• TBD  
Core Books  
• Leveled text range: AA-F  
LITERATURE REQUIRED  
• Multiple copies within each genre at each level, levels AA-F  
AUTHOR STUDY CHOICES  
• Asche, Fran  
• Carle, Eric  
• Cowley, Joy  
• Fleming, Denise  
• Keats, Ezra Jack  
• Wells, Rosemary  
ASSESSMENTS  
• NWEA  
• DRA 2/Running Records  
• Writing Prompts (TBD)  
• Common Tasks (TBD)  
SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS  
• AIMSweb  
• Anecdotal records  
• Checklists |
<table>
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<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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</table>
| Middletown Public Schools | • Use phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds). W–K–9.5  
• Use prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds). W–K–3.1 | Models the writing process  
- guided writing  
- interactive writing  
- Kid Writing | Literary text  
- Poetry, plays, fairytales, fantasy, fables, realistic fiction  
INFORMATIONAL  
- National Geographic for Kids  
- Time for Kids  
- Weekly Reader  
- Science trade books  
  - Earth, sun, and moon  
  - five senses  
  - food web  
  - life cycle of a plant  
  - stars  
  - magnetic force  
- Informational text  
  - Reports, children's magazines, content trade books, Internet websites, etc.  
- Supplementary books/material | • Conferencing  
- Graphic organizers  
- Journals  
- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal  
- Oral presentations  
- Performance/problem-based/common tasks |
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<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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| **2.1.3** | 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. *(W.1.3)* | • Use pictures to create an understandable story line, when given a structure (pictures may include labels). W–K-4.1  
• Use pictures to create character(s). W–K-5.3  
• Express ideas and recognizing that experiences and stories can be written about. W–K-5.5  
• Extend ideas. *(D)* W–1–5.6 | • www.carlscorner.us.com  
• www.corestandards.org  
• www.commoncore.org/maps  
• www.readinglady.com  
• www.rde.rig.gov  
• www.starfall.com | |

**INSTRUCTIONAL STRATEGIES:** teacher modeling, writers' workshop, conferencing, journals, speech bubbles, interactive writing, labeling, report writing, Kid Writing

**ASSESSMENTS:** observation, work samples, student work across content areas

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<table>
<thead>
<tr>
<th>2. WRITING</th>
<th>Students</th>
<th>The teacher</th>
<th>Textbook</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 2.2 | Production and Distribution of Writing | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *(W.5.5)* | Models the rituals and routines of writers' workshop using the 10/40/10 model  
• focus lesson (10 minutes)  
• guided practice (40)  
• share (10)  
Models characteristics of good writing, e.g.  
• organization  
• idea  
• voice  
• sentence fluency  
• convention  
• word choice | Textbook: TBD  
Core Books  
• Levelled text range: AA-F  
LITERATURE, REQUIRED  
• Multiple copies within each genre at each level, levels AA-F  
AUTHOR STUDY CHOICES  
• Asche, Frank  
• Carle, Eric  
• Cowley, Joy  
• Fleming, Denise  
• Keats, Ezra Jack  
• Wells, Rosemary | ASSESSMENTS  
• NWEA  
• DRA 2/Running Records  
• Writing Prompts *(TBD)*  
• Common Tasks *(TBD)*  
SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS  
• AIMSwab  
• Anecdotal records  
• Checklists |

**INSTRUCTIONAL STRATEGIES:** model the writing process, think aloud, Writer's Workshop, teacher and peer conferencing

---

2.2.1 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *(W.5.5)*

2.2.2 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. *(W.6.5)*

---

**Materials**  
• paper  
• chart pads  
• markers
### BENCHMARKS

**Middletown Public Schools**

### ASSESSMENTS
- Student writing

### INSTRUCTIONAL STRATEGIES
- Models the writing process
- Guided writing
- Interactive writing
- Kid Writing

### RESOURCES
- **Literary text**
  - Poetry, plays, fairytales, fantasy, fables, realistic fiction
- **Informational text**
  - National Geographic for Kids
  - Time for Kids
  - Weekly Reader
  - Science trade books
  - Earth, sun, and moon
  - Basic concepts
  - Food web
  - Life cycle of a plant
  - Stars
  - Magnetic force
- **Supplementary books/material**
  - Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
  - Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
  - Grade Level and Grade Span Expectations for English Language Arts
  - Kid Writing, Cardenick
  - Make It Real, Hoyt
  - Rhode Island PreK-12 Literacy Policy
  - Units of Study, Calkins

### TECHNOLOGY
- Computers
- LCD projectors
- Smartboards

### ASSESSMENT EVIDENCE
- Conferencing
- Graphic organizers
- Journals
- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal
- Oral presentations
- Performance/problem-based/common tasks
- Writing
  - Informational
  - Narrative
  - Opinion
## 2 WRITING

### 2.3 Research to Build and Present Knowledge

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<tr>
<th>Standards</th>
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<tr>
<td>2.3.1</td>
</tr>
<tr>
<td>2.3.2</td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL STRATEGIES</strong></td>
</tr>
</tbody>
</table>
| **RESOURCES** | www.carlscorner.us.com  
www.corestandards.org  
www.commoncore.org/maps  
www.readinglady.com  
www.ride.ri.gov  
www.starfall.com |
| **ASSESSMENT EVIDENCE** | Materials: paper, chart pads, markers |

### ASSESSMENTS

- Observation, writing work samples

---

**STANDARDS**

**BENCHMARKS**

Middletown Public Schools

**INSTRUCTIONAL STRATEGIES**

INSTRUCTIONAL STRATEGIES: report writing, class-made book, interactive writing, web brainstorming

ASSESSMENTS: observation, writing work samples

---

**LITERATURE, REQUIRED**

- Multiple copies within each genre at each level, levels AA-F

**AUTHOR STUDY CHOICES**

- Asche, Frank
- Carle, Eric
- Cowley, Joy
- Fleming, Denise
- Keats, Ezra Jack
- Wells, Rosemary

**INFORMATIONAL**

- National geographic for Kids
- Time for Kids
- Weekly Reader
- Science trade books:
  - Earth, sun, and moon
  - five senses
  - food web
  - life cycle of a plant
  - stars
  - magnetic force

**ASSESSMENTS**

- NWEA  
- DRA 2/Running Records  
- Writing Prompts (TBD)  
- Common Tasks (TBD)

**SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS**

- Anecdotal records  
- Checksheets  
- Conferencing  
- Graphic organizers  
- Journals

- Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal

- Oral presentations  
- Performance/problem-based/common tasks

- Writing
### STANDARDS

<table>
<thead>
<tr>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
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<tbody>
<tr>
<td>Middletown Public Schools</td>
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</tbody>
</table>

#### INSTRUCTIONAL STRATEGIES

- **Informational text**
  - Reports, children’s magazines, content trade books, Internet websites, etc.

- **Supplementary books/material**
  - Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
  - Formative Assessment and Standards Based Grading, Classroom Strategies That Work, Marsone
  - Grade Level and Grade Span Expectations for English Language Arts
  - Kid Writing, Cardonick
  - Make It Real, Hoyt
  - Rhode Island PreK-12 Literacy Policy
  - Units of Study, Calkins

#### TECHNOLOGY

- Computers
- LCD projectors
- Smartboards
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- [www.corestandards.org](http://www.corestandards.org)
- [www.commoncore.org/maps](http://www.commoncore.org/maps)
- [www.readinglady.com](http://www.readinglady.com)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [www.starfall.com](http://www.starfall.com)

#### MATERIALS

- Paper
- Chart pads
- Markers

### ASSESSMENTS

- NWEA
- DRA 2/Running Records
- Writing Prompts (TBD)
- Common Tasks (TBD)

### SPEAKING and LISTENING

#### 3. Students

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td>3.1 Comprehension</td>
<td></td>
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</tbody>
</table>

#### 3.1.1 Participate in collaborative conversations with diverse partners

- **The Teacher**
  - Models the use of graphic organizers:
    - sequence organizers (chains, cycle),
    - concept development (mind map),

- **Textbook**
  - TBD

- **Core Books**
  - Leveled text range: AA-F

- **ASSESSMENTS**
  - NWEA
  - DRA 2/Running Records
  - Writing Prompts (TBD)
  - Common Tasks (TBD)
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Book Chapter</th>
<th>BENCHMARKS Middletown Public Schools</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Collaboration</td>
<td></td>
<td>about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)</td>
<td>• compare/contrast organizers (Venn diagrams, comparison charts), • organizers (word web, concept map), • evaluation organizers (charts, scales), • categorize/classify organizers (categories, tree) • relational organizers (fish bone, pie chart)</td>
<td>LITERATURE, REQUIRED</td>
<td>SUGGESTED FORMATIVE/ SUMMATIVE ASSESSMENTS</td>
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<td></td>
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<td>• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1b)</td>
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<td>• Multiple copies within each genre at each level, levels A-A-F</td>
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<td></td>
<td></td>
<td>• Continue a conversation through multiple exchanges. (SL.K.1b)</td>
<td></td>
<td>AUTHOR STUDY CHOICES</td>
<td>• Aikins, Frank • Carle, Eric • Cowley, Joy • Fleming, Denise • Keats, Ezra Jack • Wells, Rosemary</td>
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<td></td>
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<td>• Participate in discussions about text, ideas, and student &quot;writing&quot; by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others. R-K-17.2</td>
<td></td>
<td>Literary text</td>
<td>Poetry, plays, fairytales, fantasy, fables, realistic fiction</td>
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<td></td>
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<td>• Follow simple verbal instructions and directions. OC-K-1.1</td>
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<td>INFORMATIONAL</td>
<td>• National Geographic for Kids • Time for Kids • Weekly Reader • Science trade books o Earth, sun, and moon o five senses o food web o life cycle of a plant o stars o magnetic force</td>
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<td></td>
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<td>• Listen and respond to stories, songs, or poems. OC- K-1.2</td>
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<td>Informational text</td>
<td>• Reports, children’s magazines, content trade books, Internet websites, etc.</td>
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<td>• Participate in large group discussions. OC- K-1.4</td>
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<td>Supplementary books/material</td>
<td>• Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects • Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano • Grade Level and Grade Span</td>
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<td>• Understand that communicating is verbal and nonverbal. OC- K-1.5 a</td>
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<td>• Wait for appropriate turn to speak. OC- K-1.5 b</td>
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<td>3.1.2</td>
<td>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. (SK.2)</td>
<td>- Oral presentations - Performance/problem-based/common tasks</td>
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<td>• Demonstrate an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures). OC- K-2.2</td>
<td>Writing o Informational o Narrative o Opinion</td>
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</table>
# ENGLISH LANGUAGE ARTS CURRICULUM GRADE K

**Curriculum Writers:** Liz Bollard, Ruth Lynn Butler, Johanna Cadoret, Camille Guerin, and Doreen O’Neil

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Benchmark</th>
<th>MIDDELTOWN PUBLIC SCHOOLS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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<tbody>
<tr>
<td><strong>3 SPEAKING AND LISTENING</strong></td>
<td><strong>3.2 Presentation of Knowledge and Ideas</strong></td>
<td><strong>Students</strong></td>
<td><strong>INSTRUCTIONAL STRATEGIES:</strong> modeling, cubing, turn and talk, group discussions</td>
<td><strong>ASSESSMENTS:</strong> observations</td>
<td><strong>ASSESSMENTS</strong></td>
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<td><strong>3.2.1 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)</strong></td>
<td><strong>OC- K-2.1</strong></td>
<td><strong>Speak clearly and distinctly, orally sharing information and experiences.</strong></td>
<td><strong>Expectations for English Language Arts</strong></td>
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<td><strong>OC- K-2.5</strong></td>
<td><strong>Make It Real, Hoyt</strong></td>
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<td><strong><a href="http://www.starfall.com">www.starfall.com</a></strong></td>
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<td><strong>3.2.2 Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.5)</strong></td>
<td><strong>OC- K-2.5</strong></td>
<td><strong>Recognize role of audience.</strong></td>
<td><strong>Textbook</strong></td>
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<td><strong>3.2.3 Speak audibly and express thoughts, feelings, and ideas clearly. (SL.6)</strong></td>
<td><strong>OC- K-2.2</strong></td>
<td><strong>Speak clearly and distinctly, orally sharing information and experiences.</strong></td>
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<td><strong>Multiple copies within each genre at each level, levels AA-F</strong></td>
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<td><strong>Asche, Frank</strong></td>
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<td><strong>Carle, Eric</strong></td>
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<td><strong>Cowley, Joy</strong></td>
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<td><strong>Fleming, Denise</strong></td>
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<td><strong>Keats, Ezra Jack</strong></td>
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<td><strong>Wells, Rosemary</strong></td>
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<td><strong>INFORMATIONAL</strong></td>
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<td><strong>National Geographic for Kids</strong></td>
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<td><strong>Time for Kids</strong></td>
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<td><strong>Weekly Reader</strong></td>
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<td><strong>Science trade books</strong></td>
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<td><strong>Conferenceing</strong></td>
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<td><strong>Graphic organizers</strong></td>
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<td><strong>Journals</strong></td>
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<td><strong>Multiple Intelligences assessments e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration - interpersonal</strong></td>
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<td><strong>Oral presentations</strong></td>
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<td>STANDARDS</td>
<td>BENCHMARKS Middletown Public Schools</td>
<td>INSTRUCTIONAL STRATEGIES</td>
<td>RESOURCES</td>
<td>ASSESSMENT EVIDENCE</td>
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</table>
| OC– K-2.3 | • Tell stories about pictures, books or experiences. | • five senses  
• food web  
• life cycle of a plant  
• stars  
• magnetic force | • Informational text  
• Reports, children's magazines, content trade books, Internet websites, etc.  
• Supplementary books/material  
• Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects  
• Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano  
• Grade Level and Grade Span Expectations for English Language Arts  
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• www.starfall.com | • Performance/problem-based/common tasks  
• Writing  
• Informational  
• Narrative  
• Opinion |
**ENGLISH LANGUAGE ARTS CURRICULUM GRADE K**

Curriculum Writers: Liz Bollard, Ruth Lynn Butler, Johanna Cadoret, Camille Guerin, and Doreen O’Neil

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<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td>4. LANGUAGE</td>
<td>Students</td>
<td><strong>4.1 Conventions of Standard English</strong></td>
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<tr>
<td>4.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)</td>
<td>The teacher models the use of graphic organizers: • sequence organizers (chain, cycle), • concept development (mind map), • compare/contrast organizers (Venn diagrams, comparison charts), • organizers (word web, concept map), • evaluation organizers (charts, scales), • categorize/classify organizers (categories, tree) • relational organizers (fish bone, pie chart)</td>
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<td></td>
<td>• Print many upper- and lowercase letters. (L.K.1a)</td>
<td><strong>Textbook</strong> • TBD</td>
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<td>• Use frequently occurring nouns and verbs. (L.K.1b)</td>
<td><strong>Care Books</strong> • Leveled text range: AA-F</td>
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<td>• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (L.K.1c)</td>
<td><strong>LITERATURE, REQUIRED</strong></td>
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<td>• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1d)</td>
<td>• Multiple copies within each genre at each level, levels AA-F</td>
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<td>• Use the most frequently occurring prepositions (e.g., to, from, in, on, off, for, of, by, with). (L.K.1e)</td>
<td><strong>AUTHOR STUDY CHOICES</strong></td>
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<td>• Produce and expand complete sentences in shared language activities. (L.K.1f)</td>
<td>• Asche, Frank</td>
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<td>• Express an idea using pictures and letters. W-K-1.1</td>
<td>• Carle, Eric</td>
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<td></td>
<td>• Distinguish between letters, words, and sentences. W-1-1.5</td>
<td>• Cowley, Joy</td>
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<td>• Apply directionality as appropriate to text (e.g., left to right, top to bottom. W-1-1.6</td>
<td>• Flemming, Denise</td>
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<td>4.1.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)</td>
<td><strong>Keats, Ezra Jack</strong></td>
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<td>• Capitalize the first word in a sentence, the beginning of names, and the pronoun I. (L.K.2a)</td>
<td>• Wells, Rosemary</td>
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<td>• Recognize and name end punctuation. (L.K.2b)</td>
<td><strong>Literary text</strong> • Poetry, plays, fairytales, fantasy, fables, realistic fiction</td>
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<td><strong>INFORMATIONAL</strong> • National Geographic for Kids</td>
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<td><strong>Supplementary books/material</strong> • Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</td>
<td><strong>ASSESSMENTS</strong></td>
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<td>• NWEA</td>
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<td>• DRA 2/Running Records</td>
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<td>• Writing Prompts (TBD)</td>
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<td>• Common Tasks (TBD)</td>
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<td>• AIMSweb</td>
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<td>• Anecdotal records</td>
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<td>• Conferencing</td>
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<td>4.3</td>
<td>Vocabulary Acquisition and Use</td>
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<td>4.3.1</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)</td>
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<td>Identify new meanings for familiar words and apply them accurately (e.g., knowing <em>duck</em> is a bird and learning the verb to <em>duck</em>). (L.K.4a)</td>
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<td>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the</td>
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**STANDARDS**

- Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)
  - Use correct *end* punctuation in simple sentences (e.g., period). (D) W-2·9.4
  - Use phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds). W-K-9.5

**INSTRUCTIONAL STRATEGIES**

- writers’ workshop, teacher/student conferencing, modeling, word sorts (e.g. Words Their Way), word bank, portable word walls, checklists, sound boxes, word wall, flash cards, phonics/picture chart, environmental, big books

**ASSESSMENTS**

- student work samples across content areas, WTW spelling inventory
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT EVIDENCE</th>
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<tbody>
<tr>
<td></td>
<td>Middletown Public Schools</td>
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<td></td>
<td>meaning of an unknown word. (L.K.4b)</td>
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<td></td>
<td>• Use strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions). R–K–2.1</td>
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<td>• Demonstrate knowledge of basic concepts, e.g. common words that describe position in space and time, such as: over, between, after, behind. R–K–3.2</td>
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<td>4.3.2</td>
<td>With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)</td>
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<td>• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)</td>
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<td>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)</td>
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<td>• Identify real-life connections between words and their use. (L.K.5c)</td>
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<td>• Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5d)</td>
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<td>• Identify synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words. R–K–3.1</td>
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### STANDARDS

<table>
<thead>
<tr>
<th>Benchmark</th>
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<tbody>
<tr>
<td>R-1.4.5</td>
<td>Identify literary devices as appropriate to genre: rhyme, repeated language (e.g., &quot;teeny-tiny&quot;).</td>
<td>Read alouds, bingo, WTW, context clues, word sorts</td>
<td>Observations, AIMS web</td>
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<tr>
<td>L.K.6</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
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*Identified with a "d" in the standard.*