

Discipline English Language Arts

Grade K

Course

Topic

Strand Language

State Standards 20001

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, and speaking one at a time*).

Student Learning Objectives

Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, sitting attentively and speaking one at a time*).

Follow oral directions.

Use active listening skills (*eye contact*).

Suggested Instructional Strategies

Teacher initiates class discussion (Examples: Plans for the weekend, favorite foods, pets) and invites students to participate.

Teacher reads a story to the class, stopping to allow students to make predictions about what will happen next.

In a whole group setting, teacher gives an oral direction for the class to follow. (Examples: Please take the cap off of your marker, Find a place to sit in the circle.)

In an individual or small group setting, teacher gives an oral direction for the student(s) to follow. (Examples: Please write your name on the back of your paper, Take an orange and blue crayon from the tray.)

Teacher engages student in conversation encouraging eye contact when necessary.

Teacher reads Big Book story to the class. Students demonstrate active listening through eye contact.

Assessment

Teacher observes students entering the discussion using the agreed upon rules for discussion.

Teacher observes students as they offer their thoughts using the agreed upon rules for discussion.

Teacher observation of students following the specific direction.

Teacher observes students ability to follow a specific direction.

Teacher observation.

Teacher observation.

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Strand Language

State Standards 20002

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

Student Learning Objectives

Contribute knowledge to class discussion.

Suggested Instructional Strategies

In a discussion about transportation, students share their individual prior knowledge of vehicles that they have used for travel. Students share what they like, dislike, and any interesting experiences when using a particular vehicle.

Teacher assigns the class a task of using a large set of manipulative objects to make the shape of an alphabet letter on the floor. Students share, through discussion, their thoughts on how the group should complete the task. Considering what they have heard in the discussion, students complete the cooperative task.

During a fire safety lesson, the teacher presents a fire safety rule. Paired partners discuss why they believe this is a rule and why it is important to know. Partners return to the whole group setting and share their thoughts with the entire class.

Assessment

Students will raise their hands to participate and share in the discussion.

Students will make suggestions, listen to others and work cooperatively to complete the task.

Students will share their thoughts with a partner and then participate in the whole class discussion.

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Strand Language

State Standards 20003

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

3.1 Give oral presentations about personal experiences or interests, using eye contact and clear enunciation.

3.2 Maintain focus on the topic.

Student Learning Objectives

Give oral presentations about personal experiences or interests, using eye contact and clear enunciation.

Maintain focus on the topic.

Suggested Instructional Strategies

Teacher schedules a weekly or monthly Show and Tell activity. Students prepare at home and arrive ready to share three pieces of information about their object or experience.

Teacher reads poem about winter weather (snow) and invites students to share what they enjoy most and least about playing in the snow.

Students are shown a filmstrip regarding Rules for Bus Safety. This is followed by a class discussion of the safety rules presented.

Assessment

Student speaks clearly, makes eye contact and shares their prepared information while standing in front of the class.

Student speaks clearly and shares their individual thoughts on the topic.

Students speak clearly and share their personal experiences with regards to the bus safety rules.

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Topic

Strand Language

State Standards 20004

Students will understand and acquire new vocabulary, and use it correctly in reading and writing.

4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).

4.2 Describe common objects and events in general and specific language.

Student Learning Objectives

Identify and sort common objects into various classifications (*colors, shapes, textures*).

Describe common objects and events in general and specific language.

Suggested Instructional Strategies

Student is given a divided tray and a cup of beans (multiple varieties). Student sorts the beans using observation/classification skills.

Student is given a placemat that depicts land, air, and water. A basket of cut-out vehicle pictures is provided. Student places the vehicle cut-outs on the mat according to where the vehicle would be found traveling.

Students are given a variety of wooden shapes. Students manipulate the wooden pieces and determine if they roll or can't roll. Wooden shapes are placed in baskets labeled "roll" and "can't roll".

Assessment

Student will sort the beans while considering color, shape, and/or texture.

Student will place vehicles on the placemat (land, air, or water). Teacher asks student to describe some of the vehicles.

Student places all wooden objects in the corresponding basket. During personal interview with the teacher, student explains why some objects roll and others do not.

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Topic

Strand Language

State Standards 20005

Students will describe and analyze the structure of modern English and how its vocabulary has developed and been influenced by other languages.

5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

5.2 Recognize that the names of things can also be the names of actions (*fish, dream, run*).

Student Learning Objectives

Use language to express spatial and temporal relationships (*up, down, before, after*).

Recognize that the names of things can also be the names of actions (*fish, dream, run*).

Suggested Instructional Strategies

Teacher holds an object and asks students to observe it. A large box is placed on a table. Teacher moves the object around the box and calls on students to give a word that describes where the object went in relation to the box. (Examples: In front of the box, over the box, moved across the box.)

Daily activity: Scott Forsman - Problem of the Day. After completing the chart page for the day, teacher asks students to use spatial terminology to describe the relation between pictures on the chart page.

Teacher prepares word cards in advance of the activity. First word is placed in a pocket chart. Students decode the word and discuss what the word means as a noun. Teacher suggests a new meaning as a verb. Students are called upon to play act the word as a verb.

Teacher prepares word cards and places them in a bowl. Student is called to the front of the class and pulls a card from the bowl. The card is held up and the class works to decode the word. The student holding the card then acts out the word.

Assessment

Student will use spatial vocabulary to describe where the object was moved to in relation to the stationary box.

Teacher questions relationship between two objects on the page and students respond demonstrating spatial awareness.

During a personal interview, the student is able to explain two separate meanings of words presented by the teacher.

Teacher observes the student's ability to understand and perform the action of the word.

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Topic

Strand Language

State Standards 20006

Students will describe, analyze, and use appropriately formal and informal English.

6.1 Identify formal and informal language in stories, poems, and plays.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 20007

Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

7.1 Demonstrate understanding of the forms and functions of written English:

- * recognize that printed materials provide information or entertaining stories;
- * know how to handle a book and turn the pages;
- * identify the covers and title page of a book;
- * recognize that, in English, print moves left to right across the page and from top to bottom;
- * identify upper- and lower-case letters;
- * recognize that written words are separated by spaces;
- * recognize that sentences in print are made up of separate words.

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated:

- * know that there is a link between letters and sounds;
- * understand that a sound is a phoneme, or one distinct sound;
- * understand that words are made up of one or more syllables;
- * recognize and produce rhyming words;
- * identify the initial, medial, and final sounds of a word;
- * blend sounds to make words.

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- * recognize letter-sound matches by naming and identifying each letter of the alphabet;
- * understand that written words are composed of letters that represent sounds;
- * use letter-sound matches to decode simple words.

Student Learning Objectives

Demonstrate understanding of the forms and functions of written English:

- * recognize that printed materials provide information or entertaining stories;
- * know how to handle a book and turn the pages;
- * identify the covers and title page of a book;
- * recognize that, in English, print moves left to right across the page and from top to bottom;
- * identify upper- and lower-case letters;
- * recognize that written words are separated by spaces;
- * recognize that sentences in print are made up of separate words.

Suggested Instructional Strategies

Teacher uses a Big Book during whole group instruction. Through modeling, students are exposed to and taught the forms and functions of written English. (Example: Teacher uses pointer to draw the students attention to spaces between words, groups of words make a sentence, sentences end with punctuation.)

A classroom bookshelf is utilized in providing written materials for students to handle and view.

Teacher works with a small group of four to five students. A copy of a short book is provided to each student. The group reads together and observes the forms and functions of written English in their own individual copy.

Student is provided pictures of three letter words (Examples: bat, hat, jet, ink) and a basket of letter tiles. Student spells the name of

Assessment

Students will identify the forms and functions of written English as they answer questions presented by the teacher.

Personal interviews are conducted during which the student will identify covers and title. Student will demonstrate how to handle a book and turn the pages. During reading the student will demonstrate understanding that print moves left to right across the page and top to bottom.

Teacher observes students as they handle individual books.

Students will match upper and lower case letters. Students will identify the letters during personal interview with the teacher.

the pictures using the letter tiles.

Students are given twenty-six pairs of mitten shapes. The left mittens are labeled with upper case letters and the right mittens with lower case letters. Students will match the pairs of mittens.

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Course

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Strand Reading and Literature

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7.1 Demonstrate understanding of the forms and functions of written English:

- * recognize that printed materials provide information or entertaining stories;
- * know how to handle a book and turn the pages;
- * identify the covers and title page of a book;
- * recognize that, in English, print moves left to right across the page and from top to bottom;
- * identify upper- and lower-case letters;
- * recognize that written words are separated by spaces;
- * recognize that sentences in print are made up of separate words.

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated:

- * know that there is a link between letters and sounds;
- * understand that a sound is a phoneme, or one distinct sound;
- * understand that words are made up of one or more syllables;
- * recognize and produce rhyming words;
- * identify the initial, medial, and final sounds of a word;
- * blend sounds to make words.

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- * recognize letter-sound matches by naming and identifying each letter of the alphabet;
- * understand that written words are composed of letters that represent sounds;
- * use letter-sound matches to decode simple words.

Student Learning Objectives

Demonstrate orally that phonemes exist and that they can be isolated and manipulated:

- * know that there is a link between letters and sounds;
- * understand that a sound is a phoneme, or one distinct sound (e.g. given a picture card or verbal cue, student can identify the initial sound of the word represented);
- * understand that words are made up of one or more syllables;
- * recognize and produce rhyming words;
- * identify the initial, medial, and final sounds of a word;
- * blend sounds to make words.

Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- * recognize letter-sound matches by naming and identifying each letter of the alphabet;
- * understand that written words are composed of letters that represent sounds;

Suggested Instructional Strategies

Student is given a basket of heart shapes that have been cut in half. One half has a picture, the other half has been labeled with the initial sounding letter of the picture. Students name the picture orally, listen, and find the matching piece with the initial letter sound.

Teacher holds up a word card. Students decode the word. Class says the word in unison while "clapping" the syllables. Word cards are graphed on the floor according to the number of syllables.

Sets of rhyming picture cards are divided. One set is held by the teacher, the matching rhymes are distributed to the students. Teacher holds up a card and names the picture. The student with the rhyming card steps forward. The class in unison repeats the rhyming words.

Using an easel, the teacher writes words for the students

Assessment

Students will match the heart pieces to demonstrate their understanding of initial sounds.

Students will demonstrate an understanding of syllables by clapping the "parts of the word".

Students will demonstrate understanding of rhymes by standing when they have the matching word.

Student will be able to identify the initial medial and final sound of the name of the picture.

Students will use their knowledge of letter sounds to blend sounds in an effort to decode words.

that represent sounds,
* use letter-sound matches to decode simple words.

to decode.

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Topic

Strand Reading and Literature

State Standards 20008

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

For imaginative / literary texts:

8.1 Make predictions using prior knowledge, pictures, and text.

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

For informational / expository texts:

8.4 Make predictions about the content of the text using prior knowledge and text features (*title, captions, and illustrations*).

8.5 Retell important facts from a text heard or read.

Student Learning Objectives

For imaginative / literary texts:

Make predictions using prior knowledge, pictures, and text.

Retell a main event from a story heard or read.

Discuss the important characters, settings, and events in a story heard or read.

For informational / expository texts:

Make predictions about the content of the text using prior knowledge and text features (*title, captions, and illustrations*).

Retell important facts from a text heard or read.

Suggested Instructional Strategies

Teacher displays Big Book on the easel and instructs students to look at the cover and make predictions about the story.

Teacher reads a story to the class. During teacher questioning, students retell the main event in the story.

Teacher uses felt pieces on a flannel board in unison with the story being related to the students.

Teacher uses picture scenes in unison with a story being related to the students.

Teacher uses puppets to relate a story to the students.

Assessment

Students will use prior knowledge to make predictions after looking at the picture and word clues presented on the cover of the book.

Students will use recall skills as they tell the main event of the story.

Students will be able to name the characters, setting, and events in the story.

Students will be able to sequence the story picture cards to retell the events of the story.

Students will be able to re-enact the main events of the story while using puppets.

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Course

Topic

Strand Reading and Literature

State Standards 20009

Students will deepen their understanding of a literary or non-literary work by relating it to its context or historical background.

9.1 Identify similarities among the works of an author or illustrator.

9.2 Identify different interpretations of the same work by different illustrators (*alphabet books, nursery rhymes, counting books*).

Student Learning Objectives

Identify similarities among the works of an author or illustrator (e.g. Eric Carle, Jan Brett, Dr. Seuss).

Suggested Instructional Strategies

Teacher reads The Mitten and The Hat by Jan Brett. Class discussion is conducted to determine similarities in the two books.

Teacher passes out a variety of Dr. Seuss books. Children are paired with a partner. The paired partners search their books looking for similarities. (Partners then share with the class to discover if there are global similarities in all of the author's works.)

Teacher will read one or two books by Eric Carle each day. On the fourth or fifth day the teacher will present the class with a large wall graph. Each column will be labeled with the title of one of the previously read books. Students will brainstorm general information from the books such as, animals in the story, about an insect, food in the story etc.) These general ideas will become the row labels for the graph. Class reads the first label and determines which books contain that characteristic. Check marks placed on the graph will provide a visual of the similarities in the author's works.

Assessment

Students will view the books and suggest similarities in them.

Students will participate in searching their book and discovering similarities with their partners book.

Students will identify similarities in the author's work through participation in the graphing activity.

Discipline English Language Arts

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Strand Reading and Literature

State Standards 20010

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

10.1 Distinguish among common forms of literature and identify such differences as these:

* **poetry** is usually written in verse and commonly associated with rhythm, rhyme, images, concrete descriptive phrases, and the figurative language of similes and metaphors;

* **prose** is associated with straightforward statements, unadorned by imagery and closer to everyday speech than poetry;

* **fiction** is associated with imaginative narrative, such as the novel and short story;

* **nonfiction (informational/expository)** is associated with the presentation of facts, concepts, and ideas; and

* **drama** is a story that is told in dialogue and that is meant to be acted.

Student Learning Objectives

Describe differences between stories and poems read aloud.

Recognize the difference between fantasy and reality.

Suggested Instructional Strategies

The teacher will read a poem and a story about colors. Students will participate in a class discussion regarding the fact that both were about colors, yet brainstorm the differences due to the genre.

Students will be read stories that contain fantasy. Students will be presented with the vocabulary words pretend, make-believe, and imagine.

Teacher initiates an oral discussion by giving an example of an event and asking the students to identify if it is fantasy or reality.

Assessment

Students will be able to recognize the difference between a poem and a story.

Students will draw an illustration of an example of fantasy from one of the stories.

Students will be able to determine if an event is fantasy or reality and give reasons for their belief.

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Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 20011

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
11.1 Relate themes in works of fiction and nonfiction to personal experience.

Student Learning Objectives

Relate themes in works of fiction and nonfiction to personal experience.

Suggested Instructional Strategies

Teacher reads a book to the students that contains a particular theme (Examples: Fear, happiness, sadness, excitement, kindness, traveling, eating, sleeping, singing). Through a discussion of the theme, students share personal experience that demonstrates the theme.

Small groups of students access a classroom listening center to read a book/tape.

Assessment

Students will demonstrate an understanding of a variety of themes by relating the theme to their own prior knowledge and sharing this verbally with the class.

Students will paint pictures of themselves experiencing the theme in the book they have heard. Teacher will conference with individual students when their painting is completed. Students will share the experience they have painted.

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 20012

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a work of fiction and provide evidence from the text to support their understanding.

12.1 Identify the elements of plot, character, and setting in a favorite story.

Student Learning Objectives

Identify the plot (problem and solution), character, and setting (where) in a favorite story.

Suggested Instructional Strategies

Students will listen to a book/tape.

Teacher reads book to the class. Students join small cooperative groups. On an easel pad they write and/or illustrate the character, plot, and setting.

Older students (Reading Buddies) are paired with kindergarten students. Buddy reads a story and asks kindergarten student to identify the characters, plot, and setting.

Assessment

Through personal interview, student will demonstrate knowledge of character, plot, and setting.

Cooperative groups share their easel pad with the whole class.

Kindergarten student will be able to identify character, plot, and setting.

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 20013

Students will identify, analyze, and apply knowledge of the structure, elements, and purpose of nonfiction or informational material and provide evidence from the text to support their understanding.

13.1 Identify and use knowledge of common textual and graphic features in order to gain meaning from a variety of informational materials:

* common textual features (*title, headings, captions, key words, table of contents*);

* graphic features (*illustrations*).

Student Learning Objectives

This standard is not assessed at this grade.

Suggested Instructional Strategies

Assessment

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Topic

Strand Reading and Literature

State Standards 20014

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a poem and provide evidence from the text to support their understanding.

14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.

Student Learning Objectives

Identify a regular beat and similarities of sounds in words in poems.

Suggested Instructional Strategies

Teacher presents a poem (written) on chart paper to the class. Poem is then read in unison. Students orally identify rhyming text.

Teacher re-reads the poem while finger snapping the regular beat. Students are invited to snap or clap the beat as the whole group reads it in unison.

Teacher reads a story that contains rhyming text. Students are directed on each page to listen and raise their hand when they have heard a pair of rhyming words. The pair of words are shared and the teacher re-reads the page so all students can listen for those rhyming words.

Assessment

During individual conferencing, teacher reads a four line poem and student identifies the rhyming words.

Students will identify the regular beat of a poem through participation in snapping or clapping.

Students will use listening skills to identify rhyming words.

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 20015

Students will identify and analyze how an author appeals to the senses, creates imagery, suggests mood, and sets tone.

15.1 Identify words appealing to the five senses in literature and spoken language.

Student Learning Objectives

Identify words appealing to the five senses in literature and spoken language.

Suggested Instructional Strategies

The teacher creates a floor graph with five columns. Each column is labeled at the top with a picture representing one of the five senses. Word cards are distributed to the students. Each word is identified and the student places the card on the graph in the column of the corresponding sense.

Teacher identifies one of the five senses and instructs the students to listen as a story is read. Students should raise their hand when they hear word(s) that are connected to the sense they are considering.

Students make five "popsicle stick puppets". The puppets are symbols representing the five senses. Students bring their puppets to a whole group activity setting. The teacher reads a sentence and the students display (hold up) the corresponding "sense" puppet.

Assessment

Teacher conferences with the student. Teacher names items/activities and the student responds with the name of the sense that is used in connection with the named item/activity.

Students identify words connected to a sense and define how they believe the word(s) appeal to that sense.

Students display the corresponding "sense" puppet.

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Course

Topic

Strand Reading and Literature

State Standards 20016

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

16.1 Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, or lullabies*) read aloud.

16.2 Retell or dramatize traditional literature.

16.3 Identify and predict recurring phrases ("*Once upon a time*") in traditional literature.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment

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Topic

Strand Reading and Literature

State Standards 20017

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

17.1 Identify the elements of dialogue and use them in their own informal plays.

Student Learning Objectives

Practice dialogue and roleplaying in informal settings (e.g. supermarket, puppet theater).

Suggested Instructional Strategies

Throughout the school year the teacher will create dramatic play centers. These areas will be designed to foster roleplaying.
Suggested dramatic play centers: Supermarket, Puppet Theater, Hat Store, House, Dentist Office, Doctor Office, Dress-Up Store, Restaurant, Space Station/Rocketship, Pizza Parlor, Vet Office, Business Office, Stage/Audience seating.

Assessment

Students will participate in the classroom dramatic play areas for the purpose of practicing dialogue and roleplaying. (Teacher observation)

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Topic

Strand Reading and Literature

State Standards 20018

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

18.1 Rehearse and perform stories for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

Student Learning Objectives

Rehearse and perform stories for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

Suggested Instructional Strategies

Teacher assigns individual students speaking parts for a Flag Day performance. Students practice at home and school with consideration given to eye contact, volume, and clear enunciation.

Teacher assigns small groups of three students to practice and then perform a roleplay activity that teaches others about sharing.

Students practice and learn a winter poem. Students rehearse performing the poem as a choral activity. The class visits other classrooms to perform.

Assessment

Students participate in rehearsals and a Flag Day performance using a stage/microphone.

Students roleplay their lesson about sharing for the rest of the class.

Students participate in rehearsals and performances of the choral poem. Teacher observes for eye contact, volume, and clear enunciation.

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Course

Topic

Strand Composition

State Standards 20019

Students will write with a clear focus, coherent organization, and sufficient detail.

For imaginative / literary writing:*

19.1 Draw pictures and/or use letters or phonetically-spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

For informational / expository writing:

19.3 Draw pictures and/or use letters or phonetically-spelled words to give others information.

19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order.

Student Learning Objectives

Dictate a complete thought.

For imaginative / literary writing:*

Draw pictures and/or use letters or phonetically-spelled words to tell a story.

Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

For informational / expository writing:

Draw pictures and/or use letters or phonetically-spelled words to give others information.

Suggested Instructional Strategies

Students are assigned to finger paint a picture of something they enjoy doing outdoors. When complete, the student dictates to an adult a sentence about their painting. The adult records the student's words.

Teacher reads a Clifford story to the class. Students use crayons and markers to draw three events from the story. Pages are stapled in sequential order and the student prints phonetically-spelled words on each page to tell the events of the story.

Students brainstorm sentences about events that occur around a birthday party. The teacher records the sentences on sentence strip paper. Collaboratively the class puts these sentence in chronological order. (Can be done in a pocket chart.)

Students will draw pictures depicting a Bus Safety Rule. The student will then use phonetically-spelled words to identify the rule depicted. Illustrations are posted in the school corridor as informational material.

Assessment

Students will dictate a complete thought about what they enjoy doing.

Student will add phonetically-spelled words to each page they have done.

Students will illustrate a rule and label with phonetic spelling.

During an individual conference, the student will dictate and sequence three sentences about an event.

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Course

Topic

Strand Composition

State Standards 20020

Students will write for different audiences and purposes.

20.1 Write or dictate stories and poems.

20.2 Use a variety of forms or genres when writing for different audiences.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment

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Topic

Strand Composition

State Standards 20021

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment

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Topic

Strand Composition

State Standards 20022

Students will use knowledge of standard English conventions in their writing and revisions.

22.1 Print lower and upper-case letters of the alphabet.

Student Learning Objectives

Print lower and upper-case letters of the alphabet.

Begin sentences with an upper-case letter.

Write sentences with spaces in between each word.

Use punctuation at the end of a sentence.

Suggested Instructional Strategies

Using a variety of methods and materials, students will print upper and lower case letters of the alphabet. (Examples: Write-on/Wipe-off boards, small chalkboards, salt trays, finger paint trays, shaving cream on table, markers/pencils and paper)

While reading Big Books, the teacher focuses the student's attention to the capital letter that begins each sentence. Re-read the book asking students to identify and point to capital letters that begin sentences on the pages.

Students brainstorm a short story that is dictated to the teacher. The story is written on chart paper with an emphasis on the need to begin each sentence with a capital letter.

Teacher reads Big Books to the class that have one sentence per page. The teacher focuses the students attention to the spaces that are between the words. Class discussion is conducted on the reason and role of these spaces.

Students are paired to work at the classroom computers for keyboarding. Each student types a sentence that is provided to them by the teacher. Students will need to use the space bar between individual words.

Teacher prepares sentences on strips with no punctuation. During whole/small group instruction, the class reads a sentence and discusses what form of punctuation is needed (period, question mark, exclamation). Students add punctuation cards to the end

Assessment

Given paper/pencil, student prints upper and lower case letters of the alphabet.

Students draw a picture and label with a sentence that begins with a capital letter.

During a personal interview, the student is able to identify the beginning of sentences on a page in a book.

During a personal conference, the student is shown a page from a book and is able to count the number of words on the page.

The student is able to type/write a sentence that contains spaces between words.

During conferencing, the teacher reads a sentence and the student identifies the type of punctuation that is needed.

Student writes a sentence and includes punctuation at the end.

of each sentence strip.

Teacher reads Big Books and focuses the student's attention to the punctuation at the end of each sentence. Students use a pointer to identify punctuation in the story.

Freetown Lakeville Public Schools

Discipline English Language Arts

Grade K

Course

Topic

Strand Composition

State Standards 20023

Students will organize ideas in writing in a way that makes sense for their purpose.

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

Student Learning Objectives

Arrange pictures in logical sequence.

Brainstorm ideas for a specific topic.

Suggested Instructional Strategies

Small cooperative learning groups are provided with sets of sequencing cards. Students look at the pictures and determine what the story is about. Students then arrange the cards on the floor in a logical sequence. Students then re-tell the story they have made to check for accuracy.

Students are provided with worksheets that depict a sequential story. Students cut out the pictures, arrange on construction paper backing, and glue to create a logically sequenced story.

At the start of a unit on Plant Growth, the class brainstorms what they know about seeds.

During whole group instruction, students brainstorm and teacher records ideas about cutting with scissors. After brainstorming, the list is reread and discussion takes place on what should happen first, next etc. when cutting with scissors.

Assessment

Student logically sequences picture cards.

Student logically sequences picture cards.

Teacher observes student contributing ideas during the brainstorming activity.

Teacher observes student contributing to the brainstorming session.

Discipline English Language Arts

Grade K

Course

Topic

Strand Composition

State Standards 20024

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

Student Learning Objectives

Identify sources of information.

Suggested Instructional Strategies

During a unit of study on the Solar System, the teacher provides information about the sun by reading a story to the class. The teacher then poses the question, "If we wanted to know more about the sun, where could we look?" Students suggest resources for information and teacher provides additional suggestions.

Students working at a math center utilize classroom charts to assist with number identification.

Paired partners work at the computer center with an adult. Together, they search the Internet for information on the Solar System.

Assessment

Student identifies three resources that can be utilized for research.

Student identifies classroom resources for gathering information.

Student identifies the Internet as a resource for gathering information.

Discipline English Language Arts

Grade K

Course

Topic

Strand Composition

State Standards 20025

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

25.1 Support judgments about classroom activities or presentations.

Student Learning Objectives

Respond to classroom activities or presentations, giving reasons for likes and dislikes.

Suggested Instructional Strategies

Small cooperative learning groups of four students are assigned to play a board game activity together. At the completion of the game, they discuss with the teacher what they did and did not like about the activity.

Students view a video about Fire Safety. The class discusses what they liked about the video and what they did not like about it.

Student completes a science activity in which objects are tested with a magnet to see if the object is attracted or not to the magnet.

Assessment

Student verbalizes likes/dislikes about a classroom activity.

Student verbalizes likes/dislikes about a viewed video.

Student verbalizes likes/dislikes about a completed hands-on activity.

Discipline English Language Arts

Grade K

Course

Topic

Strand Media

State Standards 20026

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and other technologies, and provide evidence to support their understanding.

26.1 Identify techniques used in television (*actors, animation, close-ups, wide-angle shots, sound effects, music, expressive graphics*) and use their knowledge of these techniques to distinguish between facts and misleading information.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade K

Course

Topic

Strand Media

State Standards 20027

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, and other technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

27.1 Create radio scripts, audio- or videotapes for display or transmission.

For example, students make audio recordings of poems in which each child reads an alternating verse.

Student Learning Objectives

This standard is not assessed at this grade level.

Suggested Instructional Strategies

Assessment