

## Language Arts Curriculum Grades K-5

**KEY: P: Partially Introduce, I: Introduce, R: Reinforce**

### READING

K		1		2		3		4		5	
P	<b>A1 Interconnected Elements</b> A1a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	R	<b>A1 Interconnected Elements</b> A1a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	R	<b>A1 Interconnected Elements</b> A1a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	I	<b>A1 Interconnected Elements</b> A1a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	R	<b>A1 Interconnected Elements</b> A1a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	R	<b>A1 Interconnected Elements</b> A1a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s). <b>(Assessment 1- S.S. CDA and DRA)</b>
P	<b>A1b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.</b>	R	<b>A1b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.</b>	R	<b>A1b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.</b>	R	<b>A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</b>	R	<b>A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</b>	R	<b>A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</b>
I	<b>A1c Demonstrate phonemic awareness and use phonics to decode new words.</b>	R	<b>A1c Demonstrate phonemic awareness and use phonics to decode new words.</b>	R	<b>A1c Demonstrate phonemic awareness and use phonics to decode new words.</b>	I	<b>A1c. Determine the meaning of unknown words by using a variety of strategies including using the <i>context</i> of the text, word connections, and a dictionary. Introduce dictionary skills.</b>	R	<b>A1c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, <i>homophones</i>, and <i>homographs</i>.</b>	I	<b>Reinforce dictionary skills, introduce thesaurus.</b>
								R	<b>Reinforce dictionary skills,</b>	R	<b>introduce thesaurus.</b>
										I	<b>Interpreting words with multiple meanings and using word, <i>context cues</i>. Reinforce synonyms, antonyms, thesaurus.</b>

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I	<b>A1d</b> Read fluently and accurately with appropriate pacing and expression.	R	<b>A1d</b> Read fluently and accurately with appropriate pacing and expression.	R	<b>A1d</b> Read fluently and accurately with appropriate pacing and expression.	R	<b>A1d.</b> Use <i>phonics</i> including <i>syllable types</i> , <i>word parts</i> , word families and common <i>prefixes</i> and <i>suffixes</i> to read fluently and build meaning as they read.	I	<b>A1d.</b> Use <i>phonics</i> including <i>word parts</i> and <b>common root words</b> to read fluently and build meaning as they read.	R	<b>A1d.</b> Use <i>phonics</i> including <i>word parts</i> and less common <i>root words</i> to read fluently and build meaning as they read.
I	<b>A1e</b> Demonstrate comprehension by making logical predictions based on text or stating connections made.	R	<b>A1e</b> Demonstrate comprehension by making logical predictions based on text or stating connections made.	R	<b>A1e</b> Demonstrate comprehension by making logical predictions based on text or stating connections made.	R	<b>A1e.</b> Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression. <b>(Assessed with DRA)</b>	R	<b>A1e.</b> Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression. <b>(Assessed with DRA)</b>	R	<b>A1e.</b> Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression. <b>(Assessed with DRA)</b>
						R	<b>A1f.</b> Demonstrate comprehension of text(s) by stating connections or inferences made. <b>(Assessment 1 Reading CDA)</b>	R	<b>A1f.</b> Demonstrate comprehension of text(s) by stating connections or inferences made and stating questions or conclusions that indicate deeper understanding(s).	I	<b>A1f.</b> Demonstrate deep comprehension that goes beyond the text(s) by stating connections or inferences made and explaining relationships among prior knowledge and the conclusions and connections made.
I	<b>A2 Literary Texts</b> <b>A2a</b> Identify and describe settings and characters.	R	<b>A2 Literary Texts</b> <b>A2a</b> Identify and describe settings and characters.	R	<b>A2 Literary Texts</b> <b>A2a</b> Identify and describe settings and characters.	I	<b>A2 Literary Texts:</b> <b>A2a.</b> Identify and describe what characters are like based on what they say or do and by how the author or illustrator portrays them.	I	<b>A2 Literary Texts:</b> <b>A2a.</b> Use knowledge of the situation, setting, and a <i>character's</i> traits, motivations, and feelings to determine the causes for that <i>character's</i> actions.	I	<b>A2 Literary Texts:</b> <b>A2a.</b> Make inferences about <i>characters'</i> actions and explain how their behaviors affect the <i>plot</i> and/or <i>theme</i> .

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I	A2b Retell the sequence of events and include essential details.	R	A2b Retell the sequence of events and include essential details.	R	A2b Retell the sequence of events and include essential details.	I	A2b. Explain the basic <i>plots</i> of various texts (realistic fiction, historical fiction, classic fairy tales, myths, folktales, legends, or fables) by identifying the problem and solution in relation	I	A2b. Identify the main events of the <i>plot</i> including the cause and the effect of events on future actions and the major <i>theme(s)</i> .	I	A2b. Summarize texts and select representative passages for support to identify the main problem or <i>conflict</i> and explain <b>how it is resolved.</b> (Assessment 1 DRA)
						I	A2c. Identify the speaker in a selection to aid comprehension.	R	A2c. Define “narrator” and identify the <i>narrator</i> or speaker in a selection or story to aid comprehension.	R	A2c. Identify the speaker or <i>narrator</i> in a selection and tell whether the speaker or narrator is a character involved a story.
	A2d N/A	I	A2d Read dramatic scripts with support.	R	A2d Read dramatic scripts with support.	I	A2d. Identify and explain <i>literary devices</i> , including similes and exaggeration, to understand the text.	I	A2d. Identify and describe the effect of common <i>literary devices</i> on the reader, including <i>figurative language</i> and <i>symbolism</i> , to understand the text. (Assessment Reading CDA-figurative language, Sarah Plain and Tall)	R	A2d. Identify and define the function of <i>figurative language</i> and the use of <i>literary devices</i> including <i>symbolism</i> , to understand the text.
I	A2e Read a variety of poems with support	R	A2e Read a variety of poems with support	R	A2e Read a variety of poems with support	I	A2e. Recognize <i>theme(s)</i> that are explicitly stated in text(s) to aid comprehension.	I	A2e. Explain <i>theme(s)</i> that are explicitly stated in text(s).	R	A2e. Explain that <i>theme</i> refers to the central ideas or meaning of a selection and identify theme(s) whether they are implied or stated directly.

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						P	A2f. Explain how poems are different from other kinds of <i>fiction</i> and demonstrate understanding by stating what a poem is about.	P	A2f. Identify <i>rhyme, rhythm, alliteration, and onomatopoeia</i> in <i>poetry</i> and use this knowledge to understand poems	I	A2f. Identify and describe the function of common <i>literary devices</i> including <i>simile, alliteration, idioms, simple metaphors, and imagery</i> in <i>poetry</i> and use this knowledge to understand poems.
						P	A2g. Identify the main purpose of a passage or a particular part of a passage to aid comprehension.	I	A2g. Identify the main purpose of a passage or a particular part of a passage to aid comprehension.	R	A2g. Identify the main purpose of a poem, passage, or particular parts of a passage to aid comprehension.
A3 Informational Texts A3a N/A	I	A3 Informational Texts A3a Ask and answer relevant questions.	R	A3 Informational Texts A3a Ask and answer relevant questions.	P	A3 Informational Texts: A3a. Generate questions, with support that can be answered using <i>text features</i> and information found within the text.	I	A3 Informational Texts: A3a. Create questions that can be answered by the text using <i>text features</i> and information found within the text.	R	A3 Informational Texts: A3a. Create and revise questions that can be answered by using <i>text features</i> and information found within the text.	
A3b N/A	I	A3b Restate facts from the text.	R	A3b Restate facts from the text.	I	A3b. Use organizational <i>text features</i> including titles, tables of contents, chapter headings, a glossaries, an index, illustrations, and maps to locate information or to aid comprehension.	R	A3b. Use organizational <i>text features</i> including headings and sub-headings, bullets, bold-face fonts, illustrations, maps, and charts to locate information or to aid comprehension.	R	A3b. Use <i>text features</i> including diagrams, illustrations, charts, and maps to aid comprehension.	

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A3c	N/A	I	A3c Follow one-step and two-step written instructions.	R	A3c Follow one-step and two-step written instructions.	I	A3c. Identify answers in the text or important ideas to demonstrate understanding.	I	A3c. Identify the <i>main idea(s)</i> of and details from the text which support the main idea(s) succinctly stating this information.	R	A3c. Identify, summarize, or paraphrase the <i>main ideas</i> and details presented in texts and use evidence from the text to support those Ideas.
						R	A3d. Make reasonable statements about text.	I	A3d Draw conclusions about information from text.	I	A3d. Distinguish between facts and opinions in text and/ or draw conclusions from text.
						R	A3e. Follow simple written instructions.	I	A3e. Follow multi-step written instructions with four or more steps.	R	A3e. Follow multiple-step instructions which may be related to a content area text.
						I	A3f. Identify the main reason or purpose for a particular section of text to aid comprehension.	R	A3f. Identify the main purpose of a text, particular paragraphs, or a section of the text to aid comprehension.	R	A3f. Identify the main purpose of a text, particular paragraphs, or sections of the text to aid comprehension
								I	A4 <b>Persuasive Texts:</b> Introduce Persuasive Texts	R	A4 <b>Persuasive Texts:</b> Persuasive Texts

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### WRITING

K		1		2		3		4		5	
I	<b>B1 Interconnected Elements</b> <b>B1a</b> Select a focus for writing and develop an idea, including a beginning, middle, and end.	I	<b>B1 Interconnected Elements</b> <b>B1a</b> Select a focus for writing and develop an idea, including a beginning, middle, and end.	R	<b>B1 Interconnected Elements</b> <b>B1a</b> Select a focus for writing and develop an idea, including a beginning, middle, and end.	I	<b>B1 Interconnected Elements: Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</b> a. Select a purpose for writing.	R	<b>B1 Interconnected Elements: Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</b> a. Select a purpose for writing.	R	<b>B1 Interconnected Elements: Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</b> a. Select a purpose for writing.
	<b>B1b</b> N/A	I	<b>B1b</b> Respond to clarifying questions and suggested revisions.	R	<b>B1b</b> Respond to clarifying questions and suggested revisions.	I	B1b. Pre-write using graphic organizers or other structures to organize their ideas.	R	B1b. Pre-write using graphic organizers or other structures to organize their ideas.	R	B1b. Pre-write using graphic organizers or other structures to organize their ideas.
P	<b>B1c</b> Edit, with assistance, for correct grammar, usage, and mechanics	I	<b>B1c</b> Edit, with assistance, for correct grammar, usage, and mechanics	R	<b>B1c</b> Edit, with assistance, for correct grammar, usage, and mechanics			I	B1c. Establish an organizing structure and maintain a consistent focus.	R	B1c. Establish an organizing structure and maintain a consistent focus.
	<b>B1d</b> N/A	I	<b>B1d</b> Create <i>legible</i> final drafts.	R	<b>B1d</b> Create <i>legible</i> final drafts.	I	B1d. Include an introduction and conclusion.	R	B1d. Include an introduction and conclusion.	R	B1d. Include an introduction and conclusion.
								I	B1e. Write coherent paragraphs that have supporting sentences and a concluding sentence.	R	B1e. Write coherent paragraphs that have supporting sentences and a concluding sentence.
						I	B1f. Revise original drafts to improve coherence, provide better descriptive details, and to convey <i>voice</i> .	R	B1f. Revise original drafts to improve coherence, provide better descriptive details, and to convey <i>voice</i> .	R	B1f. Revise original drafts to improve coherence, provide better descriptive details, and to convey <i>voice</i> .

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						I	B1g. Edit for correct grammar, usage, and mechanics independently.	R	B1g. Edit for correct grammar, usage, and mechanics independently.	R	B1g. Edit for correct grammar, usage, and mechanics independently.
						I	B1h. Create <i>legible</i> final drafts.		B1h. Create <i>legible</i> final drafts.		B1h. Create <i>legible</i> final drafts.
						I	B1i. Use transition words and phrases	R	B1i. Use transition words and phrases	R	B1i. Use transition words and phrases
B2 Narrative B2a N/A	I	B2a Include descriptive details that enable the reader to create mental images.	R	B2a Include descriptive details that enable the reader to create mental images.		B2 Narrative: Students write <i>narratives</i> that relate events, ideas, observations, or recollections. R a. Provide enough details and description in an organized manner so the reader can imagine the event or experience	R	B2 Narrative: Students write <i>narratives</i> that relate events, ideas, observations, or recollections. R a. Provide enough details and description in an organized manner so the reader can imagine the event or experience.	R	B2 Narrative: Students write <i>narratives</i> that relate events, ideas, observations, or recollections. R a. Provide enough details and description in an organized manner so the reader can imagine the event or experience.	
						I	B2b. Develop major events, settings, and characters and deal with problems and solutions in a story.	I	B2b. Develop major events, settings, and characters and deal with problems and solutions in a story.	I	B2b. Develop major events, settings, and characters and deal with problems and solutions in a story.
										I	B2c. Provide <u>insight</u> into why the selected event or experience is memorable.
						I	B2d. Include sensory details.	R	B2d. Include sensory details	R	B2d. Include sensory details.

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P	<b>B3 Argument/Analysis</b> <b>B3a</b> Write brief descriptions of objects, people, places, or events.	I	<b>B3 Argument/Analysis</b> <b>B3a</b> Write brief descriptions of objects, people, places, or events.	R	<b>B3 Argument/Analysis</b> <b>B3a</b> Write brief descriptions of objects, people, places, or events.	I	<b>B3 Argument/Analysis:</b> Students write to identify and explain a position to an identified audience. a. Summarize information from reading, listening, or viewing.	R	<b>B3 Argument/Analysis:</b> Students write to identify and explain a position to an identified audience. a. Summarize information from reading, listening, or viewing. (Assessment - Sports Car CDA)	R	<b>B3 Argument/Analysis:</b> Students write to identify and explain a position to an identified audience. a. Summarize information from reading, listening, or viewing.
	<b>B3b</b> Record and share, in writing, information that has been gathered.	I	<b>B3b</b> Record and share, in writing, information that has been gathered.	R	<b>B3b</b> Record and share, in writing, information that has been gathered.	I	<b>B3b.</b> Write about a central question or idea by using relevant supporting facts and details. (Constructed Response)	R	<b>B3b.</b> Write about a central question or idea by using relevant supporting facts and details. (Constructed Response)	R	<b>B3b.</b> Write about a central question or idea by using relevant supporting facts and details. (Constructed Response)
P	<b>B4 Persuasive</b> <b>B4a</b> Support opinions with examples.	I	<b>B4 Persuasive</b> <b>B4a</b> Support opinions with examples.	R	<b>B4 Persuasive</b> <b>B4a</b> Support opinions with examples.					I	<b>B4 Persuasive: Students</b> write to persuade a targeted audience. a. Establish a clear position on a topic and support the position with relevant evidence.
P	<b>B5 Practical Application</b> <b>B5a</b> Write a personal letter.	I	<b>B5 Practical Application</b> <b>B5a</b> Write a personal letter.	R	<b>B5 Practical Application</b> <b>B5a</b> Write a personal letter.	I	<b>B5 Practical Application:</b> Students write letters, other requests for information or directions for completing a process. a. Write a letter including a date, salutation, body, closing, signature and, when appropriate, an	R	<b>B5 Practical Application:</b> Students write letters, other requests for information or directions for completing a process. a. Write a letter including a date, salutation, body, closing, signature and, when appropriate, an	R	<b>B5 Practical Application:</b> Students write letters, other requests for information or directions for completing a process. a. Write a letter including a date, salutation, body, closing, signature and, when appropriate, an

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K	1	2	3	4	5
				inside address.	inside address.
B5b N/A	P B5b Complete simple informational forms.	R B5b Complete simple informational forms.	I B5b. Write multi-step directions for completing a task.	R B5b. Write multi-step directions for completing a task.	R B5b. Write multi-step directions for completing a task.
P B5c Write one-step and two-step directions for completing a simple task.	I B5c Write one-step and two-step directions for completing a simple task.	R B5c Write one-step and two-step directions for completing a simple task.			
C1 Research C1a N/A	P C1 Research C1a Follow an established procedure for locating sources appropriate to reading level.	I C1 Research C1a Follow an established procedure for locating sources appropriate to reading level.		I C1 Research: Students create, identify, and answer research questions by gathering information from <i>print and non-print sources</i> and documenting sources and communicating findings. C1a. Identify key words and concepts related to research questions, making adjustments when appropriate.	R C1 Research: Students create, identify, and answer research questions by gathering information from <i>print and non-print sources</i> and documenting sources and communicating findings. C1a. Identify key words and concepts related to research questions, making adjustments when appropriate.
C1b N/A	P C1b Collect information for a specific purpose.	I C1b Collect information for a specific purpose.	I C1b. Locate and access information by using <i>text features</i> .	R C1b. Locate and access information by using <i>text features</i> .	R C1b. Locate and access information by using <i>text features</i> .
C1c N/A	P C1c Organize findings.	I C1c Organize findings.	R C1c. Collect and organize information for a specific purpose. (Assessment – Native American CDA)	R C1c. Collect and organize information for a specific purpose independently.	R I R C1c. Collect, evaluate, and organize information for a specific purpose independently.

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<b>C1d</b> N/A	<b>P</b> <b>C1d</b> Share information gathered using oral and visual examples.	<b>I</b> <b>C1d</b> Share information gathered using oral and visual examples.	<b>I</b> <b>C1d.</b> Communicate findings from a variety of <i>print sources</i>	<b>R</b> <b>C1d.</b> Communicate findings from a variety of <i>print sources</i>	<b>R</b> <b>C1d.</b> Communicate findings from a variety of <i>print and non-print sources</i>
				<b>I</b> <b>C1e.</b> Describe plagiarism and demonstrate appropriate <i>citation</i> (Assessment – CDA Animal Report)	<b>I</b> <b>C1e.</b> Describe plagiarism and demonstrate appropriate <i>citation</i> .
<b>D. Language</b> <b>D1 Grammar and Usage</b> <b>D1a</b> N/A	<b>P</b> <b>D. Language</b> <b>D1 Grammar and Usage</b> <b>D1a</b> Identify and use nouns and verbs correctly.	<b>I</b> <b>D. Language</b> <b>D1 Grammar and Usage</b> <b>D1a</b> Identify and use nouns and verbs correctly.	<b>I</b> <b>D1 Grammar and Usage: Students use parts of speech and vary sentence structure to communicate.</b> a. Use forms of nouns, verbs, adjectives, adverbs, pronouns.	<b>R</b> <b>D1 Grammar and Usage: Students use parts of speech and vary sentence structure to communicate.</b> a. Use forms of nouns, verbs, adjectives, adverbs, pronouns correctly.	<b>R</b> <b>D1 Grammar and Usage: Students use parts of speech and vary sentence structure to communicate.</b> a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. (Assessment – Grammar CDA)
<b>P</b> <b>D1b</b> Use simple sentences	<b>I</b> <b>D1b</b> Use simple sentences	<b>R</b> <b>D1b</b> Use simple sentences	<b>R</b> <b>D1b.</b> Use simple and compound sentences	<b>R</b> <b>D1b.</b> Use simple and compound sentences	<b>I</b> <b>D1b.</b> Use simple, compound, and complex sentences

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P	<b>D2 Mechanics</b> <b>D2a</b> Use commas in the greeting and closure of a letter and in dates.	I	<b>D2 Mechanics</b> <b>D2a</b> Use commas in the greeting and closure of a letter and in dates.	R	<b>D2 Mechanics</b> <b>D2a</b> Use commas in the greeting and closure of a letter and in dates.	R	<b>D2 Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate.</b> a. Use end marks correctly.	R	<b>D2 Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate.</b> a. Use end marks correctly.	R	<b>D2 Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate.</b> a. Use end marks correctly.
I	<b>D2b</b> Capitalize proper nouns and words at the beginning of sentences.	R	<b>D2b</b> Capitalize proper nouns and words at the beginning of sentences.	R	<b>D2b</b> Capitalize proper nouns and words at the beginning of sentences.	R	D2b. Capitalize correctly.	R	D2b. Capitalize correctly.	R	D2b. Capitalize correctly.
I	<b>D2c</b> Use periods, question marks, and exclamation points.	R	<b>D2c</b> Use periods, question marks, and exclamation points.	R	<b>D2c</b> Use periods, question marks, and exclamation points.	R	D2c. Spell high-frequency grade-level words	R	D2c. Spell high-frequency grade-level words	R	D2c. Spell high-frequency grade-level words
I	<b>D2d</b> Spell high frequency grade-level words.	R	<b>D2d</b> Spell high frequency grade-level words.	R	<b>D2d</b> Spell high frequency grade-level words.		D2d. Uses commas in a series	R	D2d. Uses commas in a series	R	D2d. Uses commas in a series
I	<b>D2e</b> Use <i>phonics</i> patterns to aid in spelling.	R	<b>D2e</b> Use <i>phonics</i> patterns to aid in spelling.	R	<b>D2e</b> Use <i>phonics</i> patterns to aid in spelling.					I	D2e. Uses colons when writing a list
I	<b>E. Listening and Speaking</b> <b>E1 Listening</b> Ask relevant questions at appropriate times.	R	<b>E. Listening and Speaking</b> <b>E1 Listening</b> Ask relevant questions at appropriate times.	R	<b>E. Listening and Speaking</b> <b>E1 Listening</b> Ask relevant questions at appropriate times.	I	<b>E1 Listening: Students apply active listening skills.</b> a. Ask clarifying questions.	R	<b>E1 Listening: Students apply active listening skills.</b> a. Ask clarifying questions	R	<b>E1 Listening: Students apply active listening skills.</b> a. Ask clarifying questions.
						R	E1b. Attend and respond appropriately to classmates and adults.	R	E1b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.	R	E1b. Attend and respond appropriately to classmates and adults.

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						I	E1c. Follow multi-step oral instructions	R	E1c. Explain ideas clearly and respond to questions with appropriate information.	R	E1c. Follow multi-step oral instructions
I	<b>E2 Speaking</b> E2a Make clear requests at appropriate times	R	<b>E2 Speaking</b> E2a Make clear requests at appropriate times	R	<b>E2 Speaking</b> E2a Make clear requests at appropriate times	I	<b>E2 Speaking: Students use active speaking skills to communicate effectively in a variety of contexts.</b> a. Explain ideas clearly and respond to questions with appropriate information.	R	<b>E2 Speaking: Students use active speaking skills to communicate effectively in a variety of contexts.</b> a. Explain ideas clearly and respond to questions with appropriate information.	R	<b>E2 Speaking: Students use active speaking skills to communicate effectively in a variety of contexts.</b> a. Explain ideas clearly and respond to questions with appropriate information.
I	<b>E2b</b> Make simple presentations using eye contact.	R	<b>E2b</b> Make simple presentations using eye contact.	R	<b>E2b</b> Make simple presentations using eye contact.	R	E2b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.	R	E2b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.	R	E2b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.
I	<b>E2c</b> Use voice level appropriate to the situation.	R	<b>E2c</b> Use voice level appropriate to the situation.	R	<b>E2c</b> Use voice level appropriate to the situation.			I	E2c. Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of <i>print sources</i> .	R	E2c. Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of <i>print and non-print sources</i> .
P	<b>E2d</b> Share stories and information and support opinions using oral and	I	<b>E2d</b> Share stories and information and support opinions using oral and	R	<b>E2d</b> Share stories and information and support opinions using oral and						

## Language Arts Curriculum Grades K-5

**KEY: P: Partially Introduce, I: Introduce, R: Reinforce**

K		1		2		3		4		5	
	visual examples.		visual examples.		visual examples.						
P	<b>F. Media</b> <b>F1 Analysis of Media</b> <b>F1a Identify the different types of media in the daily lives of most people.</b>	I	<b>F. Media</b> <b>F1 Analysis of Media</b> <b>F1a Identify the different types of media in the daily lives of most people.</b>	R	<b>F. Media</b> <b>F1 Analysis of Media</b> <b>F1a Identify the different types of media in the daily lives of most people.</b>	R	<b>F1 Analysis of Media:</b> <b>Students explain that the same information can have different effects when presented through different forms of media.</b> <b>F1a Identify the different type of media in the daily lives of most people.</b>	I	<b>F1 Analysis of Media:</b> <b>Students explain that the same information can have different effects when presented through different forms of media.</b> <b>F1a Create different types of media to promote an event.</b>	I	<b>F1 Analysis of Media:</b> <b>Students explain that the same information can have different effects when presented through different forms of media.</b> <b>a. Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.</b>
P	<b>F1b Describe their reactions to a variety of print and/or non-print sources.</b>	I	<b>F1b Describe their reactions to a variety of print and/or non-print sources.</b>	R	<b>F1b Describe their reactions to a variety of print and/or non-print sources.</b>	R	<b>F1b Describe orally their reactions to a variety of print and non-print sources</b>	I	<b>F1b. Write about their reaction to the effectiveness to a variety of print and non-print sources.</b>	I	<b>F1b. Recognize that there are multiple roles and purposes of media. (Assessment – Media Messages CDA)</b>