

Waverly ELA Curriculum K-4

<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>
Reading: <u>Phonemic Awareness</u>	Reading: <u>Phonemic Awareness</u>	Reading: <u>Phonemic Awareness</u>	Reading: <u>Word Recognition & Word Study</u>	Reading: <u>Word Recognition & Word Study</u>
Reading: <u>Phonics</u>	Reading: <u>Phonics</u>	Reading: <u>Phonics</u>	Reading: <u>Narrative Text (fiction)</u>	Reading: <u>Narrative Text (fiction)</u>
Reading: <u>Word Recognition</u>	Reading: <u>Word Recognition</u>	Reading: <u>Word Recognition</u>	Reading: <u>Informational Text (non-fiction, based on facts)</u>	Reading: <u>Informational Text (non-fiction, based on facts)</u>
Reading: <u>Vocabulary</u>	Reading: <u>Vocabulary</u>	Reading: <u>Vocabulary</u>	Reading: <u>Comprehension</u>	Reading: <u>Comprehension</u>
Reading: <u>Fluency</u>	Reading: <u>Fluency</u>	Reading: <u>Fluency</u>	Reading: <u>Metacognition</u>	Reading: <u>Metacognition</u>
Reading: <u>Narrative Text (fiction)</u>	Reading: <u>Narrative Text (fiction)</u>	Reading: <u>Narrative Text (fiction)</u>	Reading: <u>Critical Standards Reading Attitude</u>	Reading: <u>Critical Standards Reading Attitude</u>
Reading: <u>Informational Text (non-fiction, based on facts)</u>	Reading: <u>Informational Text (non-fiction, based on facts)</u>	Reading: <u>Informational Text (non-fiction, based on facts)</u>	Writing: <u>Writing Genre</u>	Writing: <u>Writing Genre</u>
Reading: <u>Comprehension</u>	Reading: <u>Comprehension</u>	Reading: <u>Comprehension</u>	Writing: <u>Writing Process</u>	Writing: <u>Writing Process</u>
Reading: <u>Metacognition</u>	Reading: <u>Metacognition</u>	Reading: <u>Metacognition</u>	Writing: <u>Personal Style Grammar and Usage Spelling</u>	Writing: <u>Personal Style Grammar and Usage Spelling</u>
Reading: <u>Critical Standards Reading Attitude</u>	Reading: <u>Critical Standards Reading Attitude</u>	Reading: <u>Critical Standards Reading Attitude</u>	Writing: <u>Handwriting</u>	Writing: <u>Handwriting</u>
Writing: <u>Writing Genre</u>	Writing: <u>Writing Genre</u>	Writing: <u>Writing Genre</u>	Writing: <u>Writing Attitude</u>	Writing: <u>Writing Attitude</u>

Writing: Writing Process	Writing: Writing Process	Writing: Writing Process	Speaking: Conventions	Speaking: Conventions
Writing: Personal Style Spelling	Writing: Personal Style Grammar and Usage Spelling	Writing: Personal Style Grammar and Usage Spelling	Speaking: Spoken Discourse	Speaking: Spoken Discourse
Writing: Handwriting	Writing: Handwriting	Writing: Handwriting	Speaking: Listening & Viewing: Conventions	Speaking: Listening & Viewing: Conventions
Writing: Writing Attitude	Writing: Writing Attitude	Writing: Writing Attitude	Speaking: Response	Speaking: Response
Speaking: Conventions	Speaking: Conventions	Speaking: Conventions		
Speaking: Spoken Discourse	Speaking: Spoken Discourse	Speaking: Spoken Discourse		
Speaking: Listening & Viewing: Conventions	Speaking: Listening & Viewing: Conventions	Speaking: Listening & Viewing: Conventions		
Speaking: Response		Speaking: Response		

Waverly Community Schools K-4 Progress Report Marking

Kindergarten Progress	1 st Grade Progress	2 nd Grade Progress	3 rd Grade Progress	4 th Grade Progress
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Kindergarten ELA Curriculum

K Reading:	The student will:	Assessments/Resources:
Phonemic Awareness	Create new words by changing initial and ending.	

	Recognize that words are made of sounds blended together and that words have meaning.	
	Understand that sounds in words are represented by letters of the alphabet.	
Phonics	Use letter-sound clues to recognize a few one-syllable words out of context.	
	Begin to match letters and sounds, including first and last consonants of words.	
Word Recognition	Easily recognize the basic sight vocabulary in print automatically.	WCS List
	Recognize with ease a few basic sight vocabulary words such as, go, the, is.	WCS List
	Follow the written text of familiar stories by pointing to known words.	
	Narrow possibilities in predicting words using: initial letter/sounds, picture clues, patterns of language.	
Vocabulary	Know the meaning of words they hear and see often.	
	In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language art vocabulary) using strategies and resources. Use picture clues, prediction, and other people.	
Fluency	Automatically name letters, match letters and their sounds.	
	Recognize a few words.	
	Understand that words and sentences are arranged from left to right, top to bottom, front to the end of books.	
Narrative Text	Become familiar with high-quality literature reflecting our common heritage as well as cultures from around the world.	
	Identify a variety of narrative genre (Including: stories, nursery rhymes, poetry, songs.)	

	<p>Discuss simple story elements in narrative texts:</p> <ul style="list-style-type: none"> • Setting (where a story takes place) • Characters (who is in the story) • Events (what happens in the story) 	
	Tell how authors/illustrators use pictures to give readers clues about the setting and characters.	
	Respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	
Informational Text	<p>Identify a variety of informational genre</p> <ul style="list-style-type: none"> • Environmental Print • Concept Books • Picture Books 	
	<p>With the help of the teacher, discuss the way information is organized in texts.</p> <ul style="list-style-type: none"> • Sequential • Descriptive 	
	<p>Explain how authors and illustrators use pictures to give clues to understand ideas presented in the text.</p> <ul style="list-style-type: none"> • Descriptive (definitions, enumeration) • Sequential (directions, steps, procedures) 	
	Show through drawing, writing or conversation how two or more informational texts are connected.	
Comprehension	Use prior knowledge to help understand new ideas and make text to self connections.	
	Retell up to three events from a familiar story in their own words from a teacher reading the story.	
	Begin to make text to self and text to text connections and comparisons.	
	Predict what will happen next in a story based on pictures or portions of the story.	

	Remember and use what has been read to them from other subject areas. (Text to Text connections)	
Metacognition	Use simple strategies to increase their understanding of texts.	
	Begin to identify the author's perspective.	
	Begin to sort and put information in order with the help of the teacher.	
Critical Standards	With help from the teacher, begin to know how to measure the quality of their own work and the work of others.	
Reading Attitude	Become excited about reading and learning to read.	
	Choose books, book activities, word play, and writing on their own during free time in school and at home.	
Writing: Writing Genre	Write a brief personal story using pictures, words, and/or sentences.	
	Teacher directed whole group writing of different styles of poetry matched to their grade level.	
	Write a short informational piece using drawings, words, and/or sentences.	
Writing Process	With help from the teacher, think about the audience when planning to write.	
	Brainstorm ideas for narrative (stories) and informational texts.	
	Spell words based on how they sound when writing and using pictures and drawings the students will spell words that will match their drawing.	
	Make changes to their peer writing by reading it to the class, and asking for ideas to improve it to make the meaning more clear. •	
Personal Style	Express feelings, in oral, written, and visual messages including <ul style="list-style-type: none"> • Narrative (natural languages, expressed sentiment, original ideas) • Informational (listing, naming, describing) 	
Spelling	Spell a number of frequently encountered and personally meaningful words correctly.	WCS List

	<p>For unfamiliar words rely on</p> <ul style="list-style-type: none"> • Structural cues (beginning and simpler ending sounds) • Environmental sources (word wall, word lists) 	
Handwriting	<p>Form upper and lower case letters. Leave space between words and word like clusters.</p>	
	Write from left to right and top to bottom.	
Writing Attitude	Become excited about writing and learning to write.	
Speaking Conventions	<p>Use language to communicate with a variety of audiences and for different purposes:</p> <ul style="list-style-type: none"> • Problem-solve • Explain • Look for solutions • Construct relationships • Courtesies 	
	Speak clearly and audibly in complete, coherent sentences.	
	Briefly tell/retell about familiar experiences and interests in Standard American English. (students whose first language is not English will present their work in their developing version of standard American English).	
	Aware that language differs from the classroom to the playground.	
Spoken Discourse	<p>Engage in conversation. Remaining focused on subject matter. With interchanges beginning to build on prior responses. In the context of literature discussions, paired conversations, or other interactions.</p>	
	Briefly tell/retell about familiar experiences (including at least characters, setting, and events).	
	Respond to multiple text types by reflecting, making meaning, and making connections.	
Listening & Viewing Conventions	Understand and follow one and two-step directions.	
	Ask appropriate questions.	

	<p>Listen to each other and interact and respond appropriately:</p> <ul style="list-style-type: none"> • Eye contact • Attentive • Supportive 	
	Use effective listening and viewing behaviors.	
	Identify the job of the audience and speaker.	
Response	Listen and discuss a variety of genre.	
	Listen to, view, and respond to high quality text.	
	Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to share, make meaning, and make connections.	

1st Grade ELA Curriculum

1st Grade Reading:	The student will:	Assessments/Resources:
Phonemic Awareness	Change the sounds of words by changing letters that can make new words.	
	Recognize that words are made of sounds blended together and that words have meaning.	
Phonics	Use letter-sound clues to recognize a few one-syllable words, blends and consonant diagraphs (*) such as letter-sounds, word chunks, word families and diagraphs th, ch, sh.	
Word Recognition	Easily recognize familiar first grade words they see in print.	WCS List
	Automatically recognize a growing number of basic sight vocabulary words.	WCS List
	Be able to use prefixes, suffixes and context clues to read and understand unknown words.	
	Recognize and use space between words	

	<p>Use strategies to identify unknown words and construct meaning:</p> <ul style="list-style-type: none"> • Letter- and word-level cues more than other cues to • Recognize the word • Use semantic context cues • Syntactic cues to check word recognition • And construct the specific meaning intended • Alternative meanings 	
Vocabulary	Know the meaning of words they hear and see often.	WCS List
	Use strategies to make sure the words used in texts sound right and make sense.	
	Use strategies to help figure out the meaning of words that describe objects, actions, etc, when they appear in a story.	
Fluency	Automatically read words first graders see often, whether they appear alone or in a sentence.	
	Read aloud using expression and reacting to the periods and question marks.	
	Independently read aloud text with 95% accuracy in books matched to their appropriately leveled books.	
Narrative Text	Recognize how various cultures are represented in high-quality literature.	
	Identify and describe a variety of genre including realistic fiction, fantasy and folktales.	
	Identify a story's problem/solution, order of events, and beginning/middle/end.	
	<p>Identify how authors/illustrators use:</p> <p>Pictures to support ideas</p> <p>Words like before, after, now, first, next, then, to show the order of events</p>	

	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding	
Informational Text	Name and describe different types of informational text, such as how-to books, science and social studies magazines.	
	Discuss patterns such as the order in which things happen or ways they are described.	
	Explain how authors and illustrators use features like headings, titles, captions and pictures to help readers understand ideas.	
	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	
Comprehension	Use their prior knowledge to help understand new ideas and connect to ideas in texts.	
	Retell up to three events, in order, from a familiar story.	
	Connect and compare a story to their lives as well as compare a story other stories.	
	Compare and contrast relationships among characters, events and key ideas.	
	Use drawings to show key ideas and details in stories.	
	Ask questions as they read.	
	Remember and use what has been read from other subject areas.	
Metacognition	Self-monitor comprehension when reading grade level appropriate text.	
	Recognize when meaning is breaking down.	
	Use simple fix-up strategies to increase comprehension.	
	Make credible predictions based on preview of book cover and Pictures.	
	Ask questions before, during, after reading.	
	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	

	Use a graphic organizer to sequence events in a story.	
	Discuss most important ideas and themes in a text.	
	Identify author's perspective.	
	Sort and order information with teacher guidance.	
	Discuss which comprehension strategies worked and did not work with extensive teacher guidance.	
Critical Standards	Decide and discuss what qualities make stories good.	
	With help from the teacher, begin to know how to measure the quality of their own work and the work of others.	
Reading Attitude	Be excited about reading and learning how to read.	
	Choose to read and write on their own during free time in school and at home.	
Writing: Writing Genre	Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate ~ sequence of events ~ sense of story (beginning, middle, end) ~ physical features of characters.	
	Approximate poetry based on reading a wide variety of grade level appropriate poetry.	
	Write an informational piece that addresses a focus question (e.g., What is a family?) using ~ descriptive ~ enumerative ~ sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	
	Use a teacher-selected topic to ~ write one research question ~ locate and begin to gather information from teacher-gathered sources ~ organize information ~ use steps in the writing process to approximate a published piece.	
Writing Process	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text.	
	Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	

	Incorporate literary language (i.e., once upon a time).	
	Read drafts of their work to clarify meaning and attempt some reason.	
	Re-read their own work aloud to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.	
	Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including ~ a word wall ~ a class-developed checklist.	
Personal Style	Develop a personal style when speaking, writing or acting out messages. Example: they may express feelings, use details and show examples.	
Grammar and Usage	Write complete sentences.	
	Use capitals correctly.	
	Use punctuation correctly.	
Spelling	In the context of writing, spell frequently encountered one-syllable words from common word families correctly	WCS List
	For other words, students will use ~ structural cues (letter/sound, rimes) ~ environmental sources (word walls, word lists)	
Handwriting	Form upper and lower case letters neatly, so that people can read them.	
Writing Attitude	Be eager to write and learn to write.	
Speaking Conventions	Use singular and plural nouns (boy/boys, mouse/mice) and contractions. (isn't, can't, won't)	
	Use singular possessive pronouns. (my, mine, hers, his)	
	Use words to show relationships of events in sentences or stories (if, because, after, and then).	
	Use words endings while speaking (-s, -es, -ed, -ing or -er).	
	Use language to communicate with all kinds of people for all kinds of reasons. (express wants and needs, solve problems)	

	<p>Be able to speak out loud to the teacher:</p> <p>stand straight and tall</p> <p>make eye contact</p> <p>use illustrations</p>	
	<p>Make presentations using Standard English (*) or their version of Standard English if they are in the process of learning English.</p>	
	<p>Give examples of how language in story books is used differently than in real life.</p>	
Spoken Discourse	<p>Stay on topic while responding to comments and questions from others during conversations.</p>	
	<p>Briefly tell or retell familiar stories in an organized way that makes sense from the beginning to end.</p>	
	<p>Be able to talk about the meanings of and the connections between two or more stories.</p>	
	<p>Plan and deliver simple presentations or reports that are organized and include several facts and details.</p>	
Listening & Viewing Conventions	<p>Give, restate and follow two-step directions.</p>	
	<p>Ask good questions during a report or presentation.</p>	
	<p>While in conversations, use eye contact and pay attention.</p>	
	<p>While in large or small groups pay attention and listen carefully to others.</p>	
	<p>Be able to tell who is giving a message and who is receiving the message.</p>	

2nd Grade ELA Curriculum

<p>2nd Grade Reading:</p>	<p>The student will:</p>	<p>Assessments/Resources:</p>
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Phonemic Awareness	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	
	Recognize that words are composed of sounds blended together and carry meaning.	
Phonics	Understand the alphabetic principle - that sounds in words are expressed by the letters of the alphabet.	
	Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context ~ letter/sound ~ onset and rimes ~ whole word chunks ~ word families ~ long and short vowels ~ digraphs wh, ph ~ irregular vowels ei, ie, ea, ue.	
Word Recognition	Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	WCS List
	Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.	WCS List
	Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.	WCS List
	Use strategies to identify unknown words and construct meaning ~ reread a sentence or paragraph when meaning is unclear ~ use context as a basis for predicting meaning of unfamiliar words ~ increase bank of known sight words ~ use sub vocalization to sound out unknown words.	WCS List
	Begin to internalize previously learned skills and strategies.	
Vocabulary	Use syntactic and semantic cues ~ reading context, picture clues ~ prefixes re-, un- ~ suffixes -s, -ed, -ing to determine the meaning of words in grade level appropriate texts.	
	Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).	

	Determine the meaning of words and phrases (objects, actions, concepts, content, and English-language arts vocabulary) in context using strategies and resources.	
	Use context clues, mental pictures, questioning.	
Fluency	Read aloud using intonation, pauses, and emphasis.	
	Use punctuation cues (periods and question marks).	
	Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	
	Recognize identified grade 2 high frequency words and sight words.	WCS List
Narrative Text	Discuss and describe the similarities of plot and character ~ in literature and other texts from around the world that have been recognized for quality and literary merit.	
	identify and describe a variety of genre including ~ poetry ~ fantasy ~ legends ~ drama.	
	Identify and describe ~ characters' actions and motivations ~ setting (time and place) ~ problem/solution ~ sequence of events.	
	Identify and explain how authors/illustrators use literary devices ~ illustrations to depict major story events ~ title ~ comparisons (metaphor/simile) to reveal characters' thoughts and actions.	
	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	
Informational Text	Identify and describe a variety of informational genre including ~ simple how-to books ~ personal correspondence ~ science and social studies magazines.	

	Discuss informational text patterns ~ sequential ~ enumerative.	
	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas ~ boldface type ~ graphs ~ maps ~ diagrams ~ charts.	
	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	
Comprehension	Activate prior knowledge.	
	Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.	
	Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.	
	Make text-to-self and text-to-text connections and comparisons.	
	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	
	Map story elements across texts.	
	Graphically represent key ideas and details across texts.	
	Ask questions as they read.	
	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and math texts.	
Metacognition	Self-monitor comprehension when reading grade level appropriate text.	
	Recognize when meaning is breaking down.	
	Use strategies to increase comprehension.	
	Make credible predictions.	
	Construct mental images representing ideas in text.	
	Ask questions before, during, after reading.	
	Re-read or listen again if uncertain about meaning.	
	Make inferences.	
	Summarize.	

	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	
	Use context as a basis for predicting meaning of unfamiliar words.	
	Use Venn diagrams to compare and contrast.	
	Use paragraphs to indicate a sequence of ideas.	
	Discuss which comprehension strategies worked and did not work with moderate teacher guidance.	
	Determine which resources contain appropriate information using teacher and student generated criteria.	
Critical Standards	Develop and discuss shared standards.	
	Begin to self-assess the qualities of personal or other written text with teacher guidance.	
Reading Attitude	Become enthusiastic about reading and learning how to read.	
	Do substantial reading and writing on their own during free time in school and at home.	
Writing: Writing Genre	Write realistic fiction, fantasy, and/or a personal narrative that ~ depicts major story events ~ uses illustrations to match mood ~ contains setting, problem/solution, and sequenced events.	
	Approximate poetry based on reading a wide variety of grade level appropriate published poetry.	
	Produce a magazine feature article using an organizational pattern such as ~ description ~ enumeration ~ sequence ~ compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.	
	Develop two research questions related to a teacher-selected topic.	
	With teacher assistance ~ gather resources (electronic and/or print) ~ organize information using key ideas ~ use the writing process to produce and present the final project.	
Writing Process	Consider audience and purpose for writing.	
	Begin to use styles and patterns derived from studying authors.	

	<p>Develop a plan for their writing that may include graphic organizers. That represents a specific organizational pattern</p> <ul style="list-style-type: none"> ~ problem/solution ~ sequence ~ description ~ compare and contrast. 	
	Two paragraph clusters, each containing a main idea and some supporting details.	
	Write in first and third person based on genre type and purpose.	
	Narrow down a broader story idea to focus on only one aspect of the total idea.	
	<p>Use a sequenced organizational pattern with</p> <ul style="list-style-type: none"> ~ grade level appropriate grammar ~ usage ~ mechanics ~ temporary spellings that reflect a close approximation of the sequence of sounds in the word. 	
	Constructively and specifically respond orally to the writing of others.	
	<p>Identify sections of their own text that need to be revised using</p> <ul style="list-style-type: none"> ~ reorganization ~ additions ~ deletions ~ appropriate use of transitions. 	
	Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	
	Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.	
Personal Style	<p>Develop personal style in oral, written, and visual messages</p> <ul style="list-style-type: none"> ~ narrative - descriptive language, use of imaginations, varying sentence beginnings ~ informational - facts, effective conclusions. 	
Grammar and Usage	<p>Correctly use</p> <ul style="list-style-type: none"> *complete and compound sentences *nouns and verbs *commas *contractions *colons to denote time *capitalization 	

Spelling	Spell frequently encountered words (two-syllable words including common prefixes and suffixes, I.e., sitting) correctly. For less frequently encountered words, students will use ~ structural cues (letter/sound, rimes) ~ environmental sources (word walls, word lists).	WCS List
Handwriting	Fluently and legibly write upper and lower case manuscript letters and being to write the cursive alphabet.	
Writing Attitude	Be enthusiastic about writing and learning to write.	
Speaking Conventions	Use more complex conjunctions (although, instead of, so that).	
	Use nominative and objective case pronouns.	
	Use common grammatical structures - subject/verb agreement, pronoun/noun agreement.	
	Explore and use language to communicate effectively with a variety of audiences and for different purposes such as ~ questions and answers ~ discussions ~ social interactions.	
	Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.	
	Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)	
	Students will be aware that language differs from school & home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community).	
Spoken Discourse	Engage in substantive conversation ~ remaining focused on subject matter ~ with interchanges building on prior responses ~ in the context of book discussions, peer conferencing, or other interactions.	
	Tell/retell stories (poetry, folk literature, drama) using ~ story grammar ~ elaborated information about characters ~ character's actions and motivations ~ setting (time and place) ~ plot ~ setting as related to plot.	
	While maintaining appropriate intonation and tone of voice *respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	

	<p>Plan and deliver presentations or reports</p> <ul style="list-style-type: none"> ~ using an informational, organizational pattern (description, cause and effect, compare and contrast) ~ using appropriate text features (illustrations, pictures) ~ providing supportive facts and details to make their point reflecting the source of information ~ using appropriate props ~ maintaining appropriate intonation and tone of voice. 	
Listening & Viewing Conventions	Give, restate, and follow three and four step directions.	
	Ask appropriate questions during a presentation or report.	
	Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	
	Listen to the comments of a peer and respond on topic and add a connected idea.	
	Use effective listening and viewing behaviors in large and small group settings <ul style="list-style-type: none"> ~ eye contact ~ attentive ~ supportive. 	
	Being to evaluate the messages they experience in broadcast and print media.	
	Distinguish between factual and opinion (advertising, hype, propaganda).	
Response	Listen to or view and discuss a variety of genres.	
	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	
	Respond to multiple texts listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	

3rd Grade ELA Curriculum

3rd Grade Reading:	The student will:	Assessments/Resources:
Word Recognition & Word Study	Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	
	Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes)	
	Know the meanings of words encountered frequently in grade level reading and oral language contexts.	WCS List
	Recognize the 220 Dolch basic sight words and 95 common nouns.	WCS List
	Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.	WCS List
	Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) ~ knowledge of language ~ sound/symbol/structural relationships ~ context.	WCS List
	Apply the following aspects of fluency - pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	WCS List
	Apply the following aspects of fluency - pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	WCS List
	Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	
Narrative Text	Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	
	Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	

	Identify and describe character's thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.	
	Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.	
Informational Text	Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	
	Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	
	Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	
Comprehension	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	
	Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	
	Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	
	Apply significant knowledge from what is read in grade level appropriate science and social studies text.	
Metacognition	Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	
	Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).	
Critical Standards	Develop, discuss and apply individual and shared standards, (e.g., student and class created rubrics) and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	

Reading Attitude	Be enthusiastic about reading and learning how to read.	
	Do substantial reading and writing on their own.	
Writing: Writing Genre	Write a narrative piece (e.g., fable, folktale, or realistic fiction) using personification, setting, and actions and thoughts that reveal important character traits.	
	Write poetry based on reading a wide variety of grade level appropriate published poetry.	
	Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.	
	Use the writing process to produce and present a research project ~ beginning with a teacher-selected topic ~ initiating research questions from content area text ~ using a variety of resources to gather and organize information.	
Writing Process	Set a purpose, consider audience, and replicate author's style and patterns when writing narrative or informational text.	
	Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	
	Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.	
	Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.	
	Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).	
	Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	
Personal Style	Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	
Grammar and Usage	Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.	

Spelling	Spell frequently encountered words (e.g., multi-syllabic, r-controlled most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	WCS List
Handwriting	Write the cursive alphabet.	
Writing Attitude	Be enthusiastic about writing and learning to write	
Speaking Conventions	Express time relationships using correct verb tense	
	adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g. information, requests, discussion, presentations, playground, classroom interactions).	
	Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.	
	Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).	
	Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (They can provide examples of language differences in the region).	
Spoken Discourse	Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	
	Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	
	Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.	
	Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.	
Listening & Viewing Conventions	Respond to questions asked of them, providing an appropriate level of detail.	
	Listen and interact appropriately and view knowledgably.	

	Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	
	Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.	
Response	Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	
	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	
	Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	
	Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	
	Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extended by connecting and relating personal experiences.	

4th Grade ELA Curriculum

4th Grade Reading:	The student will:	Assessments/Resources:
Word Recognition & Word Study	Explain how to use word structures, sentence structure, and prediction to aid in decoding words and understanding the meaning of words encountered in text.	
	Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	
	Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	WCS List
	Know the meanings of words encountered frequently in grade level reading and oral language contexts.	WCS List
	Acquire and apply strategies to construct meaning self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).	WCS List

	Fluently read beginning grade level text and increasingly demanding as the year proceeds.	WCS List
	Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	WCS List
Narrative Text	Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	
	Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).	
	Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator).	
	Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	
Informational Text	Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).	
	Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).	
	Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	
Comprehension	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	
	Retell and summarize grade level appropriate narrative and informational text.	
	Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).	
	Apply significant knowledge from what is read in grade level science and social studies texts.	

Metacognition	Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	
	Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	
Critical Standards	Develop, discuss and apply individual and shared standards, (e.g., student and class created rubrics) and begin to self-assess the quality, accuracy and relevance of personal or other written text.	
Reading Attitude	Be enthusiastic about reading and learning how to read.	
	Do substantial reading and writing on their own.	
Writing: Writing Genre	Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme and plot.	
	Write poetry based on reading a wide variety of grade level appropriate published poetry.	
	Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	
	Use the writing process to produce and present a research project using a teacher-approved topic ~ finding and narrowing research questions ~ using a variety of resources ~ taking notes ~ organizing relevant information to draw conclusions.	
Writing Process	Set a purpose, consider audience, and replicate author's style and patterns when writing narrative or informational text.	
	Apply a variety of drafting strategies for both narrative and informational text (e.g. graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	
	Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	
	Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., re-arranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	

	Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklist both individually and in groups.	
Personal Style	Exhibit individual style and voice to enhance the written message(e.g., in narrative text, strong verbs, figurative language, sensory images, in informational text, precision, established importance, transitions).	
Grammar and Usage	Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	
Spelling	Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	
Handwriting	Write neatly and legibly.	
Writing Attitude	Be enthusiastic about writing and learning to write.	
Speaking Conventions	Express ideas using more complex ideas.	
	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/invitations, cross-curricular discussions).	
	Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).	
	Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (They can provide examples of language differences in the United States).	
Spoken Discourse	Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	
	Discuss narratives (e.g., mystery, myths and legends, tall tales poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	
	Respond to multiple text types by reflecting, making connections, taking a position and sharing understanding.	

	Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solve, cause and effect) supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.	
Listening & Viewing Conventions	Respond to questions asked of them, providing an appropriate level of detail.	
	Listen and interact appropriately and view knowledgably in small and large group settings.	
	Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	
	Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	
Response	Listen to or view in s a variety of genres and compare their responses to those of their peers.	
	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	
	Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding.	
	Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, then giving an opinion orally).	
	Summarize the major ideas and evidence presented in spoken messages and formal presentations.	