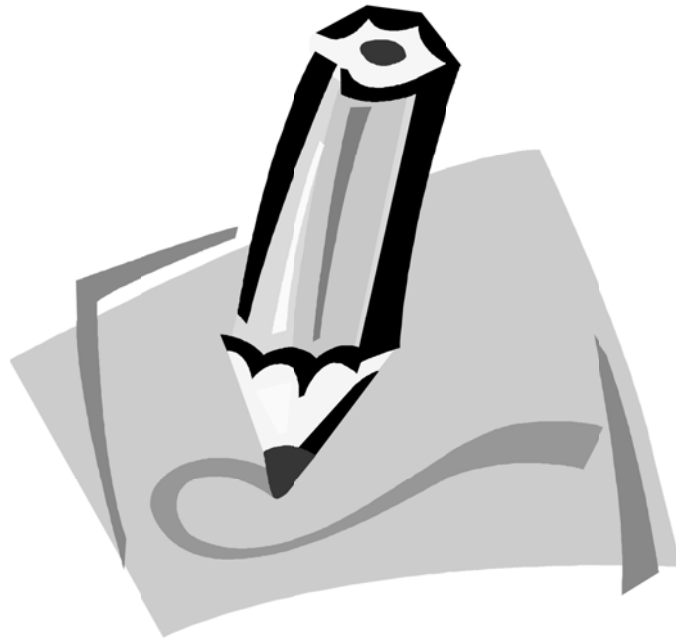


# Rockcastle County Schools



## Curriculum for English/Language Arts Grades K-5

Spring 2011

# English/Language Arts Curriculum, Grades K – 5, Rockcastle County Schools

## Introduction

This curriculum is based on state regulation (Senate Bill 1, 2009), the *Kentucky Core Academic Standards for English/Language Arts and Literacy*, adopted by the Kentucky Board of Education on February 10, 2010, the guidelines for Kentucky Writing Program Reviews (2009-2010), and local needs and interests.

The state's core literacy standards for public schools are addressed in this curriculum, and other standards also are identified to meet local needs and interests. Included in the curriculum also is work relevant to KY's assessment system. As has been done in the Standards document, literacy strands are identified here separately: reading, writing, speaking/listening, and language use. Though these strands are separated in the curriculum, literacy skills are mutually supportive, and teachers will integrate literacy strands to help their students. A single rich task, for example, may address more than one literacy standard and strand. Senate Bill I requires that all Kentucky public schools shall help students develop communication skills to serve them in a variety of situations in their lives. This curriculum aligns with this overall goal. "Writing" is defined broadly, to include written and oral texts, multi-media communication, and communication through technology. Similarly, "reading" will include a variety of print and digital texts. Focusing on helping students develop complex communication skills to serve them in their lives, the curriculum is organized to indicate what students at different grade levels will know and do in the designated literacy strands. Applying best professional practices, teachers will determine ways to help their students acquire and apply the knowledge and skills indicated in the standards. Rockcastle County teachers, K – 5, will design lessons to address standards identified in this curriculum.

### Key Features of the Curriculum:

#### The curriculum

- ✓ Addresses state regulation's requirements for communications programs.
- ✓ Aligns with new Kentucky Academic Core Standards for English/Language Arts and Content-area Literacy.
- ✓ Prepares for the Writing Program Review.
- ✓ Includes standards for reading, writing/communication, speaking and listening, and language use (reading standards separate).
- ✓ Designates specific grade-level standards for K-5: what students will know and do.
- ✓ Addresses needs to prepare students for state assessment.
- ✓ Provides a progression of standards increasing in complexity.
- ✓ Indicates what students are to know and do but allows for flexibility in teaching practices. Provides a specific framework for E/LA in grades K – 5 but allows for teacher/school decisions and ownership.
- ✓ Is organized for convenient use in classroom planning.

## **Developing a School-wide Literacy Program: Selected Teaching Practices for Reading, Writing, Speaking/Listening, Language**

Kentucky's Department of Education, in a variety of resources, indicates important teaching practices for a literacy program. Drawing on such sources as "A Process for Developing a Writing Plan and Policy," "Writing Program Review Guidelines," "Characteristics of Highly Effective Teaching and Learning," and a variety of other professional materials, I am listing here practices often advocated. Teachers may well add to the list. Reviewing the list, teachers might find ways to work that they have not used. In a strong literacy program, many of these practices will be evident.

### **Practices**

	<b>1. Engage all students actively and regularly in reading/listening to a variety of texts in a variety of forms/modes for different purposes and in communicating for a variety of meaningful purposes and appropriate audiences in a variety of forms/modes, including oral and written texts, multi-media communication, and communication through technology. Provide instruction on the characteristics of different texts (forms and modes for communication).</b>		<b>15. Help students develop rubrics and scoring tools and use them independently and collaboratively.</b>
	<b>2. Model reading and writing/communication and arrange for students and others to model.</b>		<b>16. Use a variety of kinds of writing to learn, including WTL, focusing on reading and writing skills, techniques, strategies, criteria, etc.</b>
	<b>3. Help students read and talk about their own writing and the writing of others, as well as listen and respond to a variety of speakers and readers.</b>		<b>17. Provide literacy instruction across the curriculum, connecting literacy to content learning.</b>
	<b>4. Read and write interactively with students, and arrange for students to work collaboratively on reading and communication skills, as well as independently.</b>		<b>18. Engage students in talking, especially in conducting oral presentations, presenting and defending claims, and in discussing their learning with peers in small and large groups.</b>
	<b>5. Arrange for some writing to be done over time (through writing processes) and some writing to be done in shorter time frames, even a single sitting or a day or two. Engage</b>		<b>19. Promote communication that involves students in higher-order thinking, e.g., questioning, analyzing,</b>

	<b>students in pre-reading, during-reading, and after-reading activities.</b>		<b>evaluating, drawing conclusions, defending a position, problem-solving, etc.</b>
	<b>6. Conduct explicit, scaffolded, and grade-appropriate lessons on specific reading and communication skills, techniques, strategies, criteria, etc. Arrange for students to apply lessons and discuss their work. Provide students explicit instruction (direct explanation, modeling, guided practice, application, or the “I do it, we do it, you do it” model) and practice to promote and develop skills in phonological awareness, phonics/word analysis, vocabulary, fluency, and comprehension.</b>		<b>20. Arrange for students to use a variety of kinds of technology in research and in developing communication skills.</b>
	<b>7. Explicitly teach scientifically based strategies for the areas of reading listed above (e.g., repeated and monitored oral reading to improve fluency; specific word instruction to help students understand new vocabulary; or the use of semantic organizers or questioning to improve comprehension.</b>		<b>21. Arrange for some student communications to be shared with others (published). Help students read aloud and talk about what they have read and heard.</b>
	<b>8. Lead students in reading and discussing a variety of samples of writing, focusing on specific features, making connections or comparisons, and assessing the work in terms of established criteria for good writing.</b>		<b>22. Help students build and use oral and written vocabulary, including terminology relevant to reading for comprehension, writing, and criteria for effective communication.</b>
	<b>9. Teach and model different reading strategies and writing processes: planning, drafting, revising, editing. Arrange for students to engage in writing processes, applying lessons in their own work. Recognize individual writing processes (not all writers work in the same way).</b>		<b>23. Organize a way for students to collect and periodically review their work (e.g., reading journal, reading responses, writer’s notebook, working portfolio, etc.)</b>
	<b>10. Provide tasks and help students use practices that integrate literacy skills: reading, writing, speaking, listening. Similarly, engage students in collaborative and independent research and communication based on this research.</b>		<b>24. Help students gain control of grammar/usage and conventions for effective communication, especially within the context of reading, writing, and speaking.</b>

	<b>11. Provide students effective feedback on their reading and communications. Use a variety of forms of feedback, e.g., feedback forms, checklists, peer feedback, whole-class discussion of samples, student-teacher conferences, etc. Help students use feedback to improve their work and their skills.</b>		<b>25. Incorporate student choice and interests in reading and in communication tasks.</b>
	<b>12. Conduct a variety of formative and summative assessments of students' reading and communication skills. Arrange for students to self-assess and form plans for growth. Implement a method of monitoring student progress. Align summative assessments with state and national standards.</b>		<b>26. Provide and help students use a variety of language resources, including models, checklists, organizers, rubrics, examples of strategies, etc. Show and discuss models.</b>
	<b>13. Assess to determine student levels of performance and individual deficits in reading and writing to inform instructional planning and needed intervention.</b>		<b>27. Collaborate with other teachers on instruction, curriculum, and assessment to develop students' reading and communication skills.</b>
	<b>14. Maintain high expectations and help students understand expectations. Establish clear expectations, and make expectations public.</b>		<b>28. Promote a safe and positive environment for reading and writing.</b>

## **Kindergarten**

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonological Awareness***

RF.K.2: Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets (the part of a syllable that precedes the vowel) and rimes (the part of a syllable that includes the vowel and any consonants that follow) of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant—CVC) words. (This does not include CVCs ending with /l/, /r/, or /w/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### ***Phonics***

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one capital and lower case letter-sound correspondences by producing the primary or most frequent sounds for each consonant.
- b. Identify beginning and ending sounds of words.
- c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels (e.g., cat, cake, rain, set, seat, feet, fit, bite, hot, boat, cut, cute).
- d. Blend letter sounds to read words and nonsense words.
- e. Identify rhyming words and word families and use knowledge of these to decode new words.
- f. Distinguish between similarly spelled words by identifying the sounds of letters that differ.
- g. Read decodable words, sentences, and stories from emergent reader texts.

##### ***Letter and Word Recognition***

RF.K.3.1 (Local): Know and apply grade level word recognition skills to read emergent reading material.

- a. Distinguish between forms, letters, and words.
- b. Recognize, match, and identify by name all capital and lower case letters.

- c. Recognize first, middle, and last name.
- d. Recognize color words and number words to ten.
- e. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- f. Read sentences and emergent reader texts that include sight words.

### ***Print Concepts***

RF.K.1: Demonstrate understanding of the organization and basic features of print.

- a. Use picture clues to help with unknown words and predict what the story is about.
- b. Follow words from left to right, top to bottom, and page by page.
- c. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Understand that words are separated by spaces in print.
- e. Understand that sentences are groups of words that have meaning and are separated by ending punctuation marks.
- f. Understand that punctuation marks (e.g., periods, question marks, exclamation points) in print have meaning that helps one interpret the meanings of sentences; identify the meanings of common punctuation found in emergent reader texts.

### ***Fluency***

RF.K.4: Read emergent-reader text with purpose and understanding.

### **Vocabulary Acquisition and Use**

L.K.4: Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a *duck* is a bird and learning the verb to *duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-ing*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*).

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meaning.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Understand that some words have similar meanings; identify common synonyms.
- c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- d. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- e. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- f. Understand that some words that have the same name have different meanings--homonyms (e.g., the *bat* used to hit a ball, the *bat* that flies at night).
- g. Understand that some words sound the same but are spelled differently and have different meanings—homophones (e.g., ate-eight, be-bee, to-too).
- h. Understand common uses and meanings of figurative speech.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **Literature**

### ***Key Ideas and Details***

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

- a. Recognize the main idea of a story.
- b. Recall the sequence of events in stories.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

### ***Craft and Structure***

RL.K.4: Ask and answer questions about unknown words in a text.

- a. Use context clues in sentences to help with unknown words and word meanings in a text.

RL.K.4.1 (Local): Use text features (e.g., pictures, tables of contents, headings) to answer questions about the text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.6.1 (Local): With prompting and support, recognize the audience, purpose, and voice of various stories or poems.

RL.K.6.2 (Local): Distinguish between factual and fictional (e.g., fantasy, realistic fiction) stories.



RL.K.6.3 (Local): With prompting and support, compare, contrast, and categorize stories and types of stories.

### ***Integration of Knowledge and Ideas***

With prompting and support:

RL.K.7: Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9: Compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.9.1 (Local): Identify a character's actions, feelings, and character traits.

RL.K.9.2 (Local): Recognize the impact of external events in the story on the character's actions and feelings.

RL.K.9.3 (Local): Make connections between literary and personal experiences.

### ***Range of Reading and Level of Complexity***

RL.K.10: Actively engage in group reading activities with purpose and understanding.

## **Informational Text**

### ***Key Ideas and Details***

With prompting and support:

RI.K.1: Ask and answer questions about key details in a text.

RI.K.2: Identify the main topic and retell key details of a text.

RI.K.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.3.1 (Local): Make predictions based on pictures, titles, and information given in the text.

RI.K.3.2 (Local): Make inferences from the information given in the text.

### ***Craft and Structure***

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.6.1 (Local): Understand that informational texts provide facts about a variety of topics; understand the author's purpose in writing.

### ***Integration of Knowledge and Ideas***

With prompting and support:

RI.K.7: Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: Identify the reasons an author gives that support points in a text.

RI.K.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.9.1 (Local): Connect textual information to personal experiences and current events.

RI.K.9.2 (Local): Recognize implications supported by the texts read.

### ***Range of Reading and Level of Text Complexity***

RI.K.10: Actively engage in group reading activities with purpose and understanding.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.K.1 (Local): Distinguish between fact and opinion.

- a. Identify the writer's opinion in a passage read orally. (e.g.: What does the author think about the situation?)
- b. Identify factual information provided in the writing.

### ***Craft and Structure***

RP.K.2 (Local): Recognize persuasive writing and the author's purpose (is the author trying to convince you to do something or agree with him/her? how?).

### ***Integration of Knowledge and Ideas***

RP.K.3 (Local): Identify two different points of view on a classroom or school issue in passages read orally; predict what might happen if actions were taken on each.

### ***Range of Reading and Level of Text Complexity***

RP.K.4 (Local): Actively engage in group persuasive reading activities (through listening, reading, thinking, and answering questions) with purpose and understanding.

# Kindergarten

## Summary

**Specific kindergarten standards for writing, speaking, listening, and language follow the summary charts.**

<p><b>Writing/Communications, Kindergarten</b></p> <p>Following are the main writings required in kindergarten. Individual teachers may choose to include others.</p> <p>Indicate which texts are</p> <p>O = oral</p> <p>MM= multi-media</p> <p>RB= research based</p> <p>T=done through technology</p> <p>WP= done through a full writing process</p> <p>C=relevant to content-are learning</p> <p>OD= relevant to the On-demand Writing Test</p> <p><b>Argumentative Texts:</b></p> <p><b>Approximate Dates</b></p> <p><b>Informative/Explanatory Texts:</b></p> <p><b>Approximate Dates</b></p> <p><b>Narrative Texts:</b></p> <p><b>Approximate Dates</b></p> <p><b>Literary Texts (optional)</b></p> <p><b>Writing to Demonstrate Learning:</b></p> <ul style="list-style-type: none"> <li><b>Writing Relevant to On-Demand Writing Test</b></li> <li><b>Various Constructed Responses</b></li> </ul>	<p><b>Main Speaking/Listening Experiences, Kindergarten</b></p> <p><b>Students will</b></p> <ol style="list-style-type: none"> <li><b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts.</b></li> <li><b>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions or requesting clarification,</b></li> <li><b>Ask and answer questions to seek help, get information, or clarify something.</b></li> <li><b>Describe (orally) familiar people, places, things, and events and with prompting provide additional detail.</b></li> <li><b>Add drawings or other visuals to oral descriptions to provide additional detail.</b></li> <li><b>Speak audibly and express thoughts, feelings, and ideas clearly.</b></li> </ol> <p><b>Specific Speaking and Listening Experiences, Kindergarten</b></p> <hr/> <p><b>Main Uses of Technology for Communication Skills</b></p> <hr/> <p><b>Main Forms of Feedback on Communication Skills</b></p> <hr/> <p><b>Main Forms of Formative/Summative Assessment</b></p>
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## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication, Speaking/Listening <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Use of visuals and diverse media</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Kindergarten:**

In developing writing skills, beginning writers scribble, use drawings and symbols, form letters and letter clusters, use some conventionally spelled words and some words spelled creatively. They write independently and interactively with the teacher, and the teacher uses a variety of techniques, such as transcription, dictation, and underwriting. Through teacher modeling and lessons, experiences in reading, speaking and listening, as well as practice in developing and discussing their own texts, beginning writers gradually form words, phrases and sentences, as well as longer texts, using the conventions they have learned. Standards designate what students at different grade levels are to know and do, and selected examples of a variety of texts will demonstrate different performance levels.

### **Text Types and Purposes: Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students' study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a "text" may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts produced in the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.K.1: Use a combination of drawing, dictation, and writing to compose opinion pieces in which they tell a reader the topic or name of a text they are writing about and state an opinion or preference.

- a. Respond to a provided prompt: purpose, audience, situation, etc.
- b. Write interactively with the teacher and use a combination of drawing, dictating, and writing to express an opinion or to make a request they want others to accept.
- c. With support and independently, determine an opinion on an issue or determine a request they wish an audience to accept.
- d. With guidance from the teacher, begin to organize in an introduction, for example, by telling a reader the topic or the name of the book they are writing about or by describing a need or problem about which they wish to present a request or opinion.
- e. State an opinion or preference about the topic or book (e.g., *My favorite book is...*), or make a request the writer wants the reader to accept ( e.g., *All people should recycle*).
- f. With support, convey in drawings or in letters and words why the opinion should be accepted (showing idea development).
- g. Through drawings or words, with support from the teacher, provide some details to support the purpose and to convey ideas.

- h. Provide details (information) that logically connect with the purpose/topic. For example, in drawings, include details that clearly and logically connect with the purpose.
- i. When appropriate for the task, draw on shared research and on reading and listening to develop an opinion text.
- j. When appropriate for the task and with guidance and support from adults, begin to explore a variety of digital tools to produce and publish writing.
- k. Begin to show awareness of an audience by talking with the teacher and others about the audience for the writing. Respond to the teacher's guidance to make the writing effective (persuasive) for the audience (e.g., by giving relevant, persuasive details in drawings, saying "why" or "because," telling reasons, etc.).
- l. Begin to write in the conventional directions and begin to space marks/letters/words conventionally.
- m. Choose many words carefully for meaning (i.e., words make sense for the purpose in writing).
- n. Talk about the text in some complete sentences relevant to the purpose. With guidance from the teacher, begin to form some complete, simple sentences.
- o. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- p. Address language standards for kindergarten.

W.K.2: Use a combination of drawing, dictation, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt: purpose, audience, situation, etc., or, with support from the teacher and independently, choose a topic, purpose for informative writing.
- b. Write interactively with the teacher, and use a combination of drawings, dictating, and writing to compose informative/explanatory texts for familiar audiences.
- c. Tell a reader (introduce) the topic or the name of the book they are writing about. With guidance, raise a question for which they will provide information.
- d. Provide some information and explanation that logically connect with the informative purpose/topic.
- e. Through drawings or words and with guidance from the teacher, provide some details to support the purpose and convey ideas.
- f. Convey a reaction (thought or feeling) relevant to the information (beginning to form a closure and also conveying ideas).
- g. Draw on shared research, reading, listening, and observing to develop informational texts.
- h. When appropriate for the task and with guidance and support from adults, begin to explore a variety of digital tools to produce and publish writing.

- i. Begin to show awareness of an audience by talking with the teacher and others about the audience for the writing. Respond to the teacher's guidance to make the writing interesting and informative for the audience (giving interesting information, giving details to help the reader, adding to the picture to teach the reader).
- j. Begin to write in the conventional directions and begin to space marks/letters/words.
- k. Talk about the text in some complete sentences relevant to the purpose. With guidance, begin to form some complete, simple sentences.
- l. Choose many words carefully/correctly for meaning (i.e., words make sense for the purpose in writing)
- m. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- n. Address language standards for kindergarten.

W.K.3: Use a combination of drawing, dictation, and writing to compose to narrate a single event or several loosely linked events about real or imagined experiences or events in order to recount and reflect on experiences, inform (processes, events), persuade, or entertain/ create literary expression.

- a. Address a provided prompt: purpose, audience, situation, etc., or, with support from the teacher, determine a purpose for writing.
- b. Write interactively with the teacher and use a combination of drawings, dictating, and writing to compose texts for familiar audiences that provide an account of a real or imagined experience or event.
- c. Tell a reader (introduce) the event or experience (e.g., *I went fishing*).
- d. Narrate a single action/event or several loosely linked events/activities.
- e. Draw on reading, listening, and observing to develop a narrative text.
- f. Tell the events in a logical order/time sequence.
- g. Use some linking words (e.g., *and, then, first*).
- h. Through drawings or words, provide some details to support the purpose and convey ideas.
- i. When appropriate for the task and with guidance and support from adults, begin to explore a variety of digital tools to produce and publish writing.
- j. With support and questioning from the teacher, provide details showing awareness of an audience. Respond to the teacher's guidance to make the writing interesting for the audience (giving interesting information, giving details to help the reader, adding to the picture to interest the reader).
- k. Provide a closure. Tell a reaction to what happened (e.g., *The End; I had a good time*).
- l. Begin to write in the conventional directions and begin to space marks/letters/words.
- m. Talk about the text in some complete sentences relevant to the purpose.
- n. Choose many words carefully/correctly for the meaning/purpose.
- o. Address language standards for kindergarten.



W.K.4 (Local): Writing (Talking) to learn and to demonstrate learning:

Students will

- a. Interactively with the teacher and classmates, use writing to learn class content, develop as a thinker, organize thoughts and information on selected topics (e.g., through a brainstorm list, time line, or chart).
- b. Interactively with the teacher and independently, express in drawings, talking, and writing thoughts and feelings about a topic under discussion and answer/discuss a teacher's questions relevant to reading and classroom topics.
- c. Engage in exercises to develop grade-appropriate writing, reading, and language skills.
- d. Complete grade-appropriate exercises used to assess progress in writing, including constructed responses and writing like that called for in the state's On-demand Writing Test.

**Production and Distribution of Writing**

W.K.4: Begin to learn criteria for effective communication. With guidance and support from adults, begin to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. Responding to the teacher's questions and encouragement, apply grade-level criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- b. With others, analyze and discuss samples in terms of criteria for effective communication (e.g., "Does this writing have ...?").
- c. Self-assess growth in communicating effectively, including periodically reviewing with the teacher samples in the student's communication folder.

W.K.5: Begin to experience different writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. With the teacher and classmates, plan a communication task (brainstorming, mapping, outlining, using an organizer, etc.), focusing on purpose, audience, and mode.
- b. Participate in teacher-modeling lessons which include references to writing processes (e.g., "Let's see. Do I need to add more detail here? How could I revise?").
- c. With teacher support and guidance, talk with others about work in progress, sharing work, raising questions, and offering suggestions.
- d. With feedback, support, and guidance from others, discuss and make changes in text to serve purpose and audience: adding and deleting.
- e. Edit own and others' work. See grade-level standards for Language.
- f. Reflect on/self-assess work.
- g. Respond to teacher's encouragement and advice to develop communication skills.

- g. Share some work publicly.
- h. Collaborate/communicate with peers and adults in producing and discussing writing.

W.K.6: With guidance and support from adults and in collaboration with others, use a variety of digital tools to produce and publish writing,

- a. With guidance and support, begin to use keyboarding skills/technology to communicate with others.
- b. Use visuals/media to communicate or to enhance communication.
- c. Respond to writing and present writing through technology (e.g., computer, document camera, recorder, etc.)
- e. With others, use Internet and other technology to gather information for use in communicating.

### **Research to Build and Present Knowledge**

W.K.7: Participate in shared research and writing projects that build knowledge about a topic (e.g., reading a number of books on the same topic and expressing an opinion or producing a report, recording science observations for a display or presentation, talking with others to gain information, etc.).

- a. With the teacher and classmates, determine a topic for research.
- b. Form questions to guide research.
- c. With the teacher and classmates and independently, gather information to answer a question.
- d. Cooperate and communication with others in research.
- e. Share information and ideas with others.

W.K.8: With guidance and support from adults, recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.

W.K.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply kindergarten Reading standards to literature.
- b. Apply kindergarten Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

### **Range of Writing**

W.K.10: Routinely, write a variety of texts for a range of purposes and audiences, including texts relevant to content study and texts done over extended time frames (time for grade-appropriate research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

- a. Write routinely over the academic year.

- b. Produce a variety of texts, some revised and edited with support from adults and some single drafts.
- c. Develop communications relevant to content learning.
- d. Engage in communicating for a range of purposes and audiences, including interactive/collaborative writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.
- e. Complete interactively constructed responses for reading, writing, and content areas.
- f. Complete classroom work relevant to the On-demand Writing Test.

## **Speaking and Listening Standards, Kindergarten:**

Note: Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards (writing, speaking/listening, reading, language use).

### **Comprehension and Collaboration**

Students will

SL.K.1: Participate in collaborative conversations with diverse partners (peers and adults, small and large groups) about kindergarten topics and texts.

- a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic and texts under discussion, raising hand to ask to speak, etc.).
- b. Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

SL.K.4: Describe orally familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visuals to oral communications/descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

## **Language Standards, Kindergarten:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.

- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

## **Conventions of Standard English**

Students will

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives—e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, off, out, on, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## **Knowledge of Language**

L.K.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Begins in grade 2)

## **Vocabulary Acquisition and Use**

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, choosing flexibly from a range of strategies.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Grade 1

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonological Awareness***

RF.1.2: Demonstrate an understanding of spoken words, syllables, and sounds (phonemes), and that words are made up of smaller units of sound.

- a. Identify spoken rhyming words.
- b. Distinguish long from short vowel sounds in spoken single-syllable words.
- c. Orally produce single-syllable words by blending sounds, including consonant blends.
- d. Blend and segment onsets (the part of a syllable that precedes the vowel) and rimes (the part of a syllable that includes the vowel and any consonants that follow) of single-syllable spoken words.
- e. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- f. Segment spoken single-syllable words into their complete sequence of individual sounds.

##### ***Phonics and Word Analysis***

RF.1.3: Know and apply grade one phonics and word analysis skills in decoding words:

- a. Identify sounds made by each letter of the alphabet.
- b. Identify beginning and ending sounds in words.
- c. Know spelling-sound correspondences for common consonant blends and digraphs.
- d. Identify short vowel sounds and patterns (cvc, cvcc, ccvcc).
- e. Identify long vowel patterns (cv, cvce, cvvc).
- f. Know common vowel team conventions for representing long vowel sounds:

Long a: *ai, ay*

Long e: *ee, ea, ei, ie, ey, y*

Long i: *ie, y*

Long o: *oa, oe*

Long u: *ue, ui*

All long vowel sounds of words with final –e pattern

- g. Decode and blend sounds to read regularly spelled one-syllable words.
- h. Apply knowledge of rhyming words and word families to decode unknown words.
- i. Use knowledge of letter sounds and vowel patterns to decode nonsense words.

### ***Structural Analysis***

RF.1.3.1 (Local): Know and apply grade one structural analysis skills in decoding words:

- a. Read words with inflectional endings (e.g., *s*, *ed*, and *ing*) and understand the change in word meanings and how each is used.
- b. Read compound words and recognize the words that are combined to make one.
- c. Identify the words that make up common contractions; understand the meaning in the text.
- d. Identify common root words, prefixes, and suffixes.
- e. Identify common abbreviations and understand the meaning in text.
- f. Recognize possessives and uses of the apostrophe.
- g. Understand the use of comparatives and superlatives (*-er*, *-est*).
- h. Use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.
- i. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - 1. Divide syllables between two consonants in a word in which the two consonants fall between two vowels; a syllable with one vowel and a consonant at the end will usually have a short vowel sound.
  - 2. If the word has one consonant between two vowels, try the consonant first with the following syllable; if it does not make a word, try it with the first syllable, making a closed syllable with a short vowel sound.
  - 3. Keep consonant blends or digraphs together in a word; they follow the same rule as one consonant between two vowel sounds.

### ***Letter and Word Recognition***

RF.1.3.2 (Local): Recognize and read grade-appropriate regularly- and irregularly-spelled words.

- a. Discriminate between forms, letters, and words.
- b. Identify all letters of the alphabet by name.
- c. Match capital and lowercase letters.
- d. Identify and read student's own full name, color and number words (to two hundred), days of the week, and months of the year.
- e. Read high frequency words for grade one.
- f. Read vocabulary words (from reading text) for grade one.
- g. Read content vocabulary for grade one.

## ***Print Concepts***

RF.1.1: Demonstrate understanding of the organization and basic features of print.

- a. Locate letters and words in sentences, and understand that words are separated by spaces.
- b. Use picture clues to help with word identification and to predict what the story is about.
- c. Read words from left to right, top to bottom, and page by page.
- d. Recognize the distinguishing features of a sentence and understand the purposes (e.g., first word, capitalization, ending punctuation, bold-faced type, italics, and indentations).
- e. Recognize the beginning and ending points of paragraphs.
- f. Identify quotation marks as surrounding what is spoken.
- g. Recognize and understand the use of periods, question marks, exclamation points, and commas in text.
- h. Demonstrate an understanding that when letters are put together in certain sequences, they make up words; these words, when put together in certain sequences, can make up sentences that have meaning; sentences, when combined by subject matter, can make up a paragraph that provides information about a topic; paragraphs can be organized to form a story, letter, article, or other form of writing.

## ***Fluency***

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Vocabulary Acquisition and Use**

L.1.4: Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Understand how adding prefixes and suffixes change the meanings of root words.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.



- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify a real-life connection between words and their uses (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peak, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- e. Identify common words and their synonyms and antonyms.
- f. Understand that some words have multiple meanings; use the text to determine the meanings of those words.
- g. Identify common homophones (e.g., eye-I, too-two, for-four, plain-plane) and understand that although they sound alike, they have different spellings and meanings.

Understand the uses and meanings of grade-appropriate figurative speech.

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I moved my chair because I wanted to see because someone's head was in the way).

## **Literature**

### ***Key Ideas and Details***

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- a. Identify the main idea of a story or paragraph and supporting details.
- b. Recognize and recall the sequence of events in a story.

RL.1.3: Describe characters, settings, and major events in a story, using key details.

RL.1.3.1 (Local): Make predictions about what might happen in a story based on picture clues, title, or information given on a page.

### ***Craft and Structure***

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on the reading of a wide range of text types.

RL.1.6: Identify who is telling the story at various points in a text.

RL.1.6.1 (Local): Identify the author and illustrator of the writing and define the role of each in telling the story.

RL.1.6.2 (Local): Identify audience, purpose, and voice of literary pieces.

RL.1.6.3 (Local): Identify common forms of literary writings (e.g., poems, short stories, plays).

RL.1.6.4 (Local): Recognize the use of various literary techniques (e.g., alliteration, similes).

### ***Integration of Knowledge and Ideas***

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9: Compare and contrast the adventures, actions, and/or experiences of characters in stories.

RL.1.9.1 (Local): Make connections between literature and real life.

RL.1.9.2 (Local): Recognize the impact of events in the story on the character's actions and feelings.

RL.1.9.3 (Local): Understand the impact of the character's actions and feelings on the outcome of the story.

### ***Range of Reading***

RL10: With prompting and support, read prose and poetry of appropriate complexity for grade one.

### **Informational Text**

#### ***Key Ideas and Details***

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.3.1 (Local): Make predictions based on the information given in the text, chart, graph, illustration, etc.

RI.1.3.2 (Local): Make inferences supported by the text.

### ***Craft and Structure***

RI.1.4: Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.

RI.1.5: Know and use various text features (e.g., headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.6.1 (Local): Understand information given in sequence, cause-effect, or comparison-contrast patterns, depending on the organization of the text.

### ***Integration of Knowledge and Ideas***

RI.1.7: Use the illustrations and details in a text to describe its key ideas.

RI.1.8: Identify the reasons an author gives to support points in a text.

RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.9.1 (Local): Connect textual information to personal experiences and current events.

RI.1.9.2 (Local): Recognize the implications of information conveyed by the text.

### ***Range of Reading and Level of Text Complexity***

RI.1.10: With prompting and support, read informational texts appropriately complex for grade one.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.1.1 (Local): Distinguish between fact and opinion.

- a. Determine the writer's point of view (What does the writer think or want?)

- b. Identify factual information provided in the writing.

### ***Craft and Structure***

RP.1.2 (Local): Identify the writer’s purpose and tell whether the writer is trying to persuade the reader to think or act in a certain way; describe what the writer wants the reader to think or do.

RP.1.3 (Local): Recognize persuasive techniques (How is the writer trying to convince readers to think or do what he/she wants?—e.g., reasons why, testimonials, bandwagon).

RP.1.4 (Local): Determine the trustworthiness of the source.

### ***Integration of Knowledge and Ideas***

RP.1.5 (Local): Compare and contrast different points of view on a real world issue (e.g., a school or community issue).

### ***Range of Reading and Text Complexity***

RP.1.6 (Local): With prompting and support, read persuasive pieces (e.g., in texts or children’s magazines) of appropriate complexity for grade one.

## Summary

## Writing/Communications, Grade 1

## Approximate Dates

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- **Various Constructed Responses for Prompts on Reading and Content Study**

- 1. Participate in collaborative conversations with diverse partners.**
- 2. Ask and answer questions about details in a text read aloud or information presented orally or through other media.**
- 3. Ask and answer questions about what a speaker says.**
- 4. Orally describe people, places, things, and events.**
- 5. Add drawings or other visuals to oral descriptions/recounts to clarify ideas, thoughts, and feelings.**
- 6. Produce complete sentences when appropriate.**

### Main Uses of Technology for Communication Skills

## Main Forms of Formative/Summative Assessment



## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

See specific grade-level standards for additional information.

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Use of visuals and diverse media</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Grade 1:**

To communicate, beginning writers scribble, use drawings and symbols, form letters and letter clusters, use some conventionally spelled words and some words spelled creatively. They write independently and interactively with the teacher, and the teacher uses such techniques as transcription and underwriting. Through teacher modeling and lessons, experiences in reading, speaking and listening, as well as practice in developing and discussing their own texts, beginning writers gradually form phrases and sentences, as well as longer texts, using the conventions they have learned. Standards designate what students at different grade levels are to know and do, and selected examples of a variety of texts will demonstrate different performance levels.

### **Types and Purposes: Text Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students' study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a "text" may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts produced in the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.1.1: Produce opinion pieces to persuade an authentic audience to accept an opinion or to convince an audience to take a needed action.

- a. Address a provided prompt: purpose, audience, situation; or determine a purpose for an opinion text.
- b. Create an organizational structure: introduction, body, conclusion; beginning, middle, end.
- c. Form an introduction, establishing a context for writing and indicating an opinion, or request.
- d. Provide reasons to support opinion/request and some supporting details, examples, stories, drawings.
- e. Group ideas and supporting details in a logical order, beginning to use some paragraphing and appropriate transitions and linking words and phrases (e.g., *because*, *and*, *also*) to connect opinion and reasons.
- f. With guidance and support, begin to provide some explanations to convey thinking/reasoning ("because..."), support the opinion, and help the audience understand and accept the writer's ideas.
- g. When appropriate to the task, draw on research, reading, listening, and observing to communicate
- h. When appropriate to the task, use grade-level technology to communicate.
- i. Reveal some audience awareness, especially through response to questions about readers'



needs offered by the teacher and others.

- j. Use an appropriate tone or voice.
- k. With guidance, support, and examples, begin to apply some basic characteristics of the selected form or mode (e.g., letter, article, presentation—show and tell).
- l. Provide a concluding statement or section (e.g., emphasizing the purpose/opinion and, with guidance and support, making effective connections with the audience).
- k. Use some precise word choice.
- l. Construct some correct sentences.
- m. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- n. Address language standards for grade 1.

W.1.2: Write informative/explanatory texts in which they name a topic and convey ideas and information clearly, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt: purpose, audience, situation; or determine a purpose and audience for an informative/explanatory text.
- b. Create an organizational structure: introduction, body, conclusion.
- c. Form an introduction, introducing the topic and purpose and, with support and guidance, making appropriate connections with the audience.
- d. Present information relevant to the purpose and, with guidance and support from the teacher and others, some explanation that reveals thinking about the topic (e.g., explaining why or explaining the importance of information).
- e. Develop/support ideas with some relevant, specific facts, details, stories, examples, needed definitions, visuals/media.
- f. With guidance from adults, draw on reading, listening, observing to develop informational texts.
- g. Group information/support logically, beginning to use some paragraphing and some appropriate transitions (words, phrases, clauses, questions, headings) and linking words and phrases.
- h. When appropriate to the task, draw on research, reading, listening, observing to communicate.
- i. When appropriate to the task, use grade-level technology to communicate.
- j. Reveal some audience awareness, especially through response to questions about readers' needs provided by the teacher and others.
- k. Use an appropriate tone or voice.
- l. With guidance, support, and examples, begin to apply characteristics of the selected form/mode (e.g., letter, article, presentation, report).
- m. Provide a concluding statement or section (e.g., emphasizing the purpose and main idea and making connections with the audience).
- n. Use some precise language and domain-specific vocabulary to inform and explain.
- o. Construct some correct sentences.
- p. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.

- q. Address language standards for grade 1.

W.1.3: Write narratives in which recount two or more appropriately sequenced events about real or imagined experiences in order to reflect, inform (processes, events), persuade, or entertain/ create literary expression.

- a. Address a provided prompt: purpose, audience, situation; or determine a purpose/event about which to write.
- b. Create an organizational structure: introduction, body, conclusion; beginning, middle, end.
- c. Form an introduction, establishing a situation, experience, or event, focusing purposefully on the experience or events, introducing, as needed, a narrator or characters, and, with guidance and support, making connections with the audience.
- d. Develop the narrative recounting a short sequence of events, including some details, actions, thoughts, feelings, visuals, dialogue, etc.
- e. Convey thinking about the experience, event, activity through explanations and elaborations, especially with guidance and support from the teacher and others.
- f. Arrange the narrative in a logical order, beginning to use paragraphing and some transitions (temporal words to signal event order and headings to show sub-topics).
- g. When appropriate to the task and with guidance and support from adults, begin to use a variety of digital tools to produce and publish writing.
- h. Reveal some audience awareness by providing needed detail and explanation and elaborating to help the reader, especially through guidance and support from the teacher and others.
- i. Convey an appropriate and interesting voice.
- j. With guidance, support, and examples, begin to apply some characteristics of the selected form (e.g., short story, personal narrative, report, presentation, etc.).
- k. Provide a sense of closure, (e.g., a conclusion, focus on purpose, reference to reader/audience).
- l. Use some precise and interesting word choice.
- m. Construct some correct sentences.
- n. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- o. Address language standards for grade 1.

W.1.4 (Local Standard): Writing (Talking) to learn and to demonstrate learning:  
Students will

- a. Interactively with the teacher and classmates, use writing to learn class content, develop as a thinker, organize thoughts and information on selected topics/content (e.g., through a brainstorm list, time line, or chart).
- a. Interactively with the teacher and independently, express thoughts and feelings and answer/discuss questions relevant to classroom topics.
- c. With guidance and support, respond orally and in writing and visuals to grade-appropriate prompts based on reading.
- d. Engage in exercises to develop grade-appropriate writing, reading, and language skills.

- e. Complete grade-appropriate exercises used to assess progress in writing, including constructed responses and writing like that called for in the state's On-demand Writing Test.

## **Production and Distribution of Writing**

W.1.4: Begin to understand and apply criteria for effective communication. With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. With support from adults, apply grade-level criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- b. With others, analyze and discuss samples in terms of criteria for effective communication.
- c. Self-assess growth in communicating effectively, including periodically reviewing samples in the student's communication folder.

W.1.5: Participate in writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. With the teacher, plan a communication task (brainstorming, mapping, outlining, using an organizer, etc.), focusing on purpose, audience, and mode.
- b. Participate in teacher- modeling lessons and interactive writing.
- c. Talk with others about work in progress, sharing work, raising questions, and offering suggestions.
- m. With feedback, support, and guidance from others, discuss and make changes in text to serve purpose and audience: adding and deleting.
- e. Edit own and others' work. See grade-level standards for Language.
- f. Responding to questions from adults, reflect on/self-assess work.
- g. Share some work publicly.
- h. Collaborate/communicate with peers and adults in producing and discussing writing.

W.1.6: With some guidance and support from adults and in collaboration with others, use a variety of digital tools to produce and publish writing.

- a. With guidance and support, begin to use keyboarding skills/technology to communicate with others.
- b. Use visuals/media to communicate or to enhance communication.
- c. Respond to writing and present writing through technology (e.g., computer, document camera, recorder, etc.)
- a. With others, use Internet and other technology to gather information for use in communicating.

## **Research to Build and Present Knowledge**

W.1.7: Participate in shared research and writing projects that build knowledge about a topic (e.g., reading a number of informative books on the same topic to produce a report, recording science observations for a display or presentation, writing a sequence of directions drawing on reading, talking, listening, observing).

- a. With the teacher and classmates, form questions to guide research about a teacher-provided or student-determined topic.
- b. Discuss possible resources and logical methods of answering the research question.
- c. With the teacher and classmates and independently, access resources and gather information to answer a question.
- d. Cooperate and communicate with others in research.
- e. Share information and ideas with others.

W.1.8: With guidance and support from adults, recall relevant information from experiences or gather relevant information from provided print and digital sources to answer a question.

W.1.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply grade 1 Reading standards to literature.
- b. Apply grade 1 Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

## **Range of Writing**

W.1.10: Routinely, write a variety of texts for a range of purposes and audiences, including texts relevant to content study and texts done over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

- a. Write routinely over the academic year.
- b. Produce a variety of texts, some revised and edited and some single drafts.
- c. Develop communications relevant to content learning.
- d. Engage in communicating for a range of purposes and audiences, including interactive/collaborative writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.
- e. Complete interactively constructed responses for reading, writing, and content areas.
- f. Complete classroom work relevant to the On-demand Writing Test.

## **Speaking and Listening Standards, Grade 1:**

Note: Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards (writing, speaking/listening, reading, language use).

## **Comprehension and Collaboration**

Students will

SL.1.1: Participate in collaborative conversations with diverse partners (peers and adults, small and large groups) about grade 1 topics and texts.

- a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2: Ask and answer questions about key details in a text read aloud of information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood.

## **Presentation of Knowledge and Ideas**

SL.1.4: Describe orally people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5: Add drawings or other visuals to oral communications/descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6: Speak in complete sentences when appropriate to task and situation.

## **Language Standards, Grade 1:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.
- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

## **Conventions of Standard English**

Students will

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.

- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Knowledge of Language**

L.1.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Begins in grade 2)

### **Vocabulary Acquisition and Use**

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## Grade 2

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonological Awareness***

RF.2.2 (Local): Demonstrate understanding of spoken words, syllables, and sounds, and the concept that words are made up of smaller units of sound that can be put together or taken apart.

- a. Blend syllables and word parts into words.
- b. Segment words into syllables.
- c. Identify rhyming words.
- d. Distinguish long from short vowel sounds in words.

##### ***Phonics and Word Analysis***

RF.2.3: Know and apply grade level phonics and word analysis in decoding words.

- a. Identify beginning and ending consonant sounds.
- b. Identify medial consonant sounds.
- c. Identify sounds of consonants that have more than one sound (e.g., *c*, *s*, *g*, *th*); apply the rule for *c*—*c* makes /s/ when coming before *e* and *i*; it makes /k/ when coming before *a*, *o*, and *u*; know that *y* sometimes acts as the vowels *e* or *i*—*y* makes the short *i* sound in words with short vowel patterns (e.g., gym); it makes the long *i* sound at the end of a word with no other vowel (e.g., by, fly); it makes the long *e* sound at the end of another vowel's word (e.g., happy, party).
- d. Associate sounds to two- and three-consonant blends and digraphs in words.
- e. Distinguish long and short vowels using knowledge of vowel patterns (*cvc*, *cvcc*, *ccvcc*, *cv*, *cvvc*, *cvce*) when reading regularly spelled one-syllable words.
- f. Know spelling-sound correspondences for common vowel teams and consonant-controlled vowel sounds (e.g., *ai*, *oa*, *ea*, *oi*, *oy*, *ar*, *er*, *ir*, *ur*, *or*, *aw*, *ow*, *ew*).

##### ***Word Recognition***

RF.2.3.1 (Local): Use strategies such as context clues, known words, and visual configuration of words to recognize and read grade-appropriate irregularly spelled words.

- a. Read high frequency words for grade two.
- b. Know reading vocabulary (from reading text) for grade two.
- c. Read content vocabulary for grade two.
- d. Read number words (to one thousand).
- e. Read the names for the days of the week and months of the year.



## ***Structural Analysis***

RF.2.3.2 (Local): Know and apply grade level structural analysis skills in decoding and understanding word structure and meaning.

- a. Identify compound words.
- b. Identify regular and irregular plurals.
- c. Identify possessives and plural possessives; understand the meaning and location of the apostrophe.
- d. Identify contractions and understand their meanings.
- e. Identify and understand abbreviations.
- f. Decode words with common prefixes and suffixes (including inflectional endings) and understand how they change the meanings of words.
- g. Decode regularly spelled two-syllable words with short vowels by applying the following syllabication rule:
  1. Divide syllables between two consonants (unless the two consonants form a blend or digraph) in a word in which the two consonants fall between two vowels; a syllable with one vowel and a consonant at the end will usually have a short vowel sound.
- h. Decode regularly spelled two-syllable words with long vowels, using rules for syllabication:
  1. Most syllables with two vowels together, such as *ai* or *oa* (excluding diphthongs and other special vowel sounds), will have a long vowel sound.
  2. If the word has one consonant between two vowels, try the consonant first with the following syllable, creating a long vowel sound in the first syllable; if it does not make a word, try the consonant with the first syllable, creating a short vowel sound in that syllable.
  3. An accented syllable with one vowel and no consonant at the end will usually have a long vowel sound; an unaccented syllable will usually have a schwa sound.
- i. Identify words with inconsistent but common spelling-sound correspondences (e.g., bold, kind).

## ***Print Concepts***

RF.2.1 (Local): Demonstrate understanding of the organization and basic features of print; use them to aid comprehension.

- a. Recognize the purpose of capitalization, punctuation, bold face type, and italics used by the author.
- b. Understand the use of headings in literary, informational, and persuasive pieces.
- c. Define the terms, locate, and identify the author, illustrator, illustrations, title page, table of contents, index, and glossary.

## ***Fluency***

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text orally with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Vocabulary Acquisition and Use**

L.2.4: Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word.
- c. Use a known word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.
- f. Use an understanding of the meanings of root words and suffixes to define words.
- g. Understand past, present, and future tense of words.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their uses (e.g., describe foods that are spicy or juicy).
- b. With guidance, distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- c. Know synonyms and antonyms for common words.
- d. Identify the meanings of homonyms and distinguish between meanings in sentences.
- e. Differentiate between homophones and their meanings.
- f. Use correctly and understand the meanings of comparatives and superlatives.

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

## Literature

### *Key Ideas and Details*

RL.2.1: Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of key details in a text.

- a. Make predictions about the story based on the title, picture clues, headings, or information given on a page.
- b. Identify the sequence of events in the story.
- c. Explain how a conflict is resolved between characters.

RL.2.2: Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- a. Identify the main idea of a story or paragraph.
- b. Make inferences based on information given in the story.

RL.2.3: Describe how characters in a story respond to major events and challenges.

### *Craft and Structure*

RL.2.4.0 (Local): Identify and understand characteristics of the craft and structure of literature that enhance meaning, understanding, and enjoyment of the writing.

- a. Identify audience, purpose, and voice in a piece of literature.
- b. Distinguish between fact and fantasy, fiction and non-fiction, poetry, and plays.
- c. Recognize the use of literary techniques (e.g., alliteration, aside, climax, conflict, metaphor, imagery, irony, etc.).
- d. Understand the use of figurative speech.
- e. Compare and contrast various elements within single and from multiple texts (e.g., “How are the main characters in *Goldilocks and the Three Bears* and *The Boy Who Cried Wolf* alike? How are they different?” “How are the stories *Cinderella* and *Rapunzel* alike and different?”).
- f. Identify the characters, plot, setting, problem, and solution in a story.

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### ***Integration of Knowledge and Ideas***

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.9.1 (Local): Relate literature to real life events or situations.

RL.2.9.2 (Local): Explain and evaluate a character's actions and feelings:

- a. Identify character traits.
- b. Identify the impact of external events in the story on the character's actions and feelings.
- c. Identify how the character's actions impacted the outcome.

### ***Range of Reading and Level of Complexity***

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Informational Text**

### ***Key Ideas and Details***

RI.2.1: Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.

- a. Make predictions based on information given in charts, graphs, and text.
- b. Identify supporting details of the main idea.
- c. Make inferences supported by the text.

RI.2.2: Identify the main focus of specific paragraphs within the text and the main topic of a multi-paragraph text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### ***Craft and Structure***

RI.2.4: Determine the meanings of words and phrases in a text relevant to grade 2 topics or subject areas.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.6.1 (Local): Identify and understand the organization of the text (e.g., information given in sequence, cause-effect, or comparison-contrast patterns).

### ***Integration of Knowledge and Ideas***

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8: Describe how reasons support specific points the author makes in a text.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

RI.2.9.1 (Local): Connect textual information to personal experiences and current events.

RI.2.9.2 (Local): Recognize implications of the information conveyed.

### ***Range of Reading and Level of Complexity***

RI.2.10: By the end of the year, read and comprehend informational texts, including history-social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.2.1 (Local): Distinguish between fact and opinion in passages.

- a. Determine the author's opinion/point of view (What does the writer think or want?).
- b. Identify factual information in a passage.

RP.2.2 (Local): Distinguish between informative and persuasive passages read by the teacher or self.

### ***Craft and Structure***

RP.2.3 (Local): Identify persuasive techniques (e.g., reasons why, testimonial, emotional appeal, expert opinion) and recognize in passages.

RP.2.4 (Local): Determine the trustworthiness of the source.

***Integration of Knowledge and Ideas***

RP.2.5 (Local): Compare and contrast different points of view on the same topic.

RP.2.6 (Local): Connect information to real-life issues and consider the results when applying different opinions to situations (e.g., some students may want PTA money to be spent on playground equipment and others may think it should be spent for academic team equipment and competitions—what are the possible outcomes from each? How many benefit from each?).

***Range of Reading and Level of Text Complexity***

RP.2.7 (Local): By the end of the year, read and comprehend persuasive pieces (e.g., in texts, children’s magazines, or letters) in the grades 2-3 text complexity band proficiently with scaffolding as needed.

## Summary

<p><b>Main Writing/Communications, Grade 2</b></p> <p>Following are the main writings required at grade 2. Individual teachers may choose to include others. Indicate which texts are O = oral MM= multi-media RB= research based T=done through technology WP= done through a full writing process C=relevant to content-are learning OD= relevant to the On-demand Writing Test</p> <p><b>Argumentative Texts:</b> <b>Approximate Dates</b></p> <p><b>Informative/Explanatory Texts:</b> <b>Approximate Dates</b></p> <p><b>Narrative Texts:</b> <b>Approximate Dates</b></p> <p><b>Writing to Demonstrate Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Relevant to On-Demand Writing Test</b></li> <li>• <b>Various Constructed Responses for Prompts on Reading and Content Study</b></li> <li>• <b>Writing Exercises, Tests,</b></li> </ul>	<p><b>Main Speaking/Listening Experiences, Grade 2</b></p> <p><b>Students will</b></p> <ol style="list-style-type: none"> <li><b>Engage effectively in a range of collaborative conversations with diverse partners.</b></li> <li><b>Orally recount or describe key ideas or details from a text or from information presented orally or through media.</b></li> <li><b>Ask and answer questions about what a speaker says.</b></li> <li><b>Orally tell a story or recount an experience.</b></li> <li><b>Create audio recordings of stories or poems; add drawings or other visuals to stories or recounts.</b></li> <li><b>Speak in complete sentences when appropriate to the task and situation.</b></li> </ol> <p><b>Specific Speaking and Listening Experiences, Grade 2</b></p> <hr/> <p><b>Main Uses of Technology for Communication Skills</b></p> <hr/> <p><b>Main Forms of Feedback on Communication Skills</b></p> <hr/> <p><b>Main Forms of Formative/Summative Assessment</b></p>
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## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

See specific grade-level standards for more information.

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Use of visuals and diverse media</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Grade 2:**

To communicate, beginning writers scribble, use drawings and symbols, form letters and letter clusters, use some conventionally spelled words and some words spelled creatively. They write independently and interactively with the teacher, and the teacher uses such techniques as transcription and underwriting. Through teacher modeling and lessons, experiences in reading, speaking and listening, as well as practice in developing and discussing their own texts, beginning writers gradually form phrases and sentences, as well as longer texts, using the conventions they have learned. Standards designate what students at different grade levels are to know and do, and selected examples of a variety of texts will demonstrate different performance levels.

### **Text Types and Purposes: Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a “text” may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts produced in the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.2.1: Produce opinion pieces to persuade an authentic audience to accept an opinion or to convince an audience to take a needed action.

- b. Address a provided prompt: purpose, audience, situation; or determine a purpose and audience for an opinion/request piece.
- c. Create an organizational structure: introduction, body, conclusion; beginning, middle, end.
- d. Form an introduction, establishing a context for writing and indicating an opinion, or request
- e. Provide reasons to support opinion/request and some supporting details, examples, stories, drawings.
- d. Group ideas and supporting details in a logical order, beginning to use some paragraphing and appropriate transitions and linking words and phrases (e.g., *because*, *and*, *also*) to connect opinion and reasons.
- e. With guidance and support, begin to provide some explanations to convey thinking/reasoning, support the opinion, and help the audience understand and accept the writer’s ideas.
- f. When appropriate to the task, draw on research, reading, listening, or observing to support opinion.
- g. When appropriate to the task, use grade-level technology to communicate.
- h. Reveal some audience awareness, especially through response to questions about readers’ needs offered by the teacher and others.

- i. Use an appropriate tone or voice.
- j. With guidance, support, and examples, begin to apply some basic characteristics of the selected form or mode (e.g., letter, article, presentation).
- k. Provide a concluding statement or section (e.g., emphasizing the purpose/opinion and, with guidance and support, making effective connections with the audience).
- l. Use some precise word choice.
- m. Construct mostly correct and some varied sentences.
- n. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- o. Address language standards for grade 2.

W.2.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt: purpose, audience, situation; or determine a purpose and audience for an informational/explanatory text.
- b. Create an organizational structure: introduction, body, conclusion.
- c. Form an introduction, introducing the topic and purpose and, with support and guidance, making appropriate connections with the audience.
- d. Convey ideas, reveal thinking, especial with guidance and support from the teacher and others.
- e. Develop/support ideas with some relevant, specific facts, details, stories, examples, needed definitions, visuals/media.
- f. Group information/support logically, beginning to use paragraphing and some appropriate transitions (words, phrases, clauses, questions, headings) and linking words and phrases.
- g. With guidance and support, provide explanations to convey main ideas and to communicate effectively with the audience.
- h. When appropriate for the task, draw on research, reading, listening, and observing to develop an informative text.
- i. When appropriate to the task, use grade-level technology to communicate.
- j. Reveal some audience awareness, especially through response to questions about readers' needs provided by the teacher and others.
- i. Use an appropriate tone or voice.
- j. With guidance, support, and examples, begin to apply characteristics of the selected form/mode (e.g., letter, article, presentation, report).
- k. Provide a concluding statement or section (e.g., emphasizing the purpose and main idea and making connections with the audience).
- l. Use some precise language and domain-specific vocabulary to inform and explain.
- m. Construct mostly correct and some varied sentences.
- n. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- o. Address language standards for grade 2.

W.2.3: Write narratives in which they recount a well-elaborated event, real or imagined, in order to reflect, inform (processes, events), persuade, or entertain/ create literary expression.

- a. Address a provided prompt: purpose, audience, situation; or determine a purpose and audience for a narrative.
- b. Create an organizational structure: introduction, body, conclusion; beginning, middle, end.
- c. Form an introduction, establishing a situation, experience, or event, focusing purposefully on the experience or events, introducing, as needed, a narrator or characters, and, with guidance and support, making connections with the audience.
- d. Develop the narrative recounting a short sequence of events, including some details, actions, thoughts, feelings, visuals, dialogue, etc.
- e. Convey thinking about the experience, event, activity through explanations and elaborations, especially with guidance and support from the teacher and others.
- f. Arrange the narrative in a logical order, beginning to use paragraphing and some transitions (temporal words to signal event order and headings to show sub-topics).
- g. When appropriate for the task and with guidance and support from adults, begin to explore a variety of digital tools to produce and publish writing.
- h. Reveal some audience awareness by providing needed detail and explanation and elaborating to help the reader, especially through guidance and support from the teacher and others.
- i. Convey an appropriate and interesting voice.
- i. With guidance, support, and examples, begin to apply some characteristics of the selected form (e.g., short story, personal narrative, report of an event or process, presentation, etc.).
- j. Provide a sense of closure, (e.g., a conclusion, focus on purpose, reference to reader/audience).
- k. Use some precise and interesting word choice.
- l. Construct mostly correct and some varied sentences.
- m. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- n. Address language standards for grade 2.

W.2.4 (Local Standard): Writing to learn and to demonstrate learning:  
Students will

- a. Interactively with the teacher and classmates, use writing to learn class content, develop as a thinker, organize and develop thoughts and information to understand a topic (e.g., through a brainstorm list, time line, or chart).
- b. Interactively with the teacher and independently, write briefly to express thoughts and feelings and to answer/discuss questions relevant to classroom topics.
- c. With guidance and support, respond orally and in writing and visuals to grade-appropriate prompts based on reading.
- d. Engage in exercises to develop grade-appropriate writing, reading, and language skills.
- e. Complete grade-appropriate exercises used to assess progress in writing, including constructed responses and writing like that called for in the state's On-demand Writing Test.

## **Production and Distribution of Writing**

W.2.4: Understand and apply criteria for effective communication. With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. Apply grade-level criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- b. With others, analyze and discuss samples in terms of criteria for effective communication.
- c. Self-assess growth in communicating effectively, including periodically reviewing samples in the student's communication folder.

W.2.5: Participate in writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. With others, plan a communication task (brainstorming, mapping, outlining, using an organizer, etc.), focusing on purpose, audience, and mode.
- b. Read and discuss a variety of samples and models, especially work like that students will produce.
- c. Talk with others about work in progress, sharing work, raising questions, and offering suggestions.
- d. With feedback, support, and guidance from others, discuss and make changes in text to serve purpose and audience: adding and deleting.
- e. Edit own and others' work. See grade-level standards for Language.
- f. Reflect on/self-assess work.
- g. Use the teacher's advice, based on formative and summative assessments, to improve communication skills.
- h. Share some work publicly.
- i. Collaborate/communicate with peers and adults in producing and discussing writing.

W.2.6: With some guidance and support from adults and in collaboration with others, use a variety of digital tools to produce and publish writing.

- a. With guidance and support begin to use keyboarding skills/technology to communicate with others.
- b. Use visuals/media to communicate or to enhance communication.
- c. Respond to writing and present writing through technology (e.g., computer, document camera, recorder, etc.).
- d. With others, use Internet and other technology to gather information for use in communicating.

## **Research to Build and Present Knowledge**

W.2.7: Participate in shared research and writing projects that build knowledge about a topic (e.g., reading a number of books on the same topic to produce a report, recording science observations for a display or presentation, etc.).

- a. With the teacher and peers, determine a purpose for research.
- b. Conduct research and draw on it to communicate with others.
- c. With guidance and independently, raise questions to guide research.
- d. Discuss with others possible resources and methods of gathering information to answer the research question.
- e. Use a form of research to gather information (e.g., reading, observing, talking, surveying, conducting an experiment, beginning to use computer resources and other technology).
- f. Organize information logically to address the research question.
- g. Cooperate and communicate with others in conducting the research.
- h. Share information and ideas with others.

W.2.8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.

W.2.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply grade 3 Reading standards to literature.
- b. Apply grade 3 Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

## **Range of Writing**

W.2.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Such writing can be writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.

- a. Use writing to learn to promote skills in reading and writing and to promote learning in content areas.
- b. Complete constructed responses for reading, writing, and content areas.
- c. Complete classroom work relevant to the On-demand Writing Test.

## **Speaking and Listening Standards, Grade 2:**

**Note:** Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards (writing, speaking/listening, reading, language use).

## **Comprehension and Collaboration**

Students will

SL.2.1: Participate in collaborative conversations with diverse partners (peers and adults, small and large groups) about grade 2 topics and texts.

- a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from a text read aloud of information presented orally or through other media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic, issue, or experience.

## **Presentation of Knowledge and Ideas**

SL.2.4: Tell a story or recount an experience, event, or process with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Create and present audio recordings (e.g., of stories, poems); add recordings and drawings or other visuals when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **Language Standards, Grade 2:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.
- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

## **Conventions of Standard English**

Students will

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*.)
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.*).

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters..
- c. Use apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage—badge; boy –boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

### **Vocabulary Acquisition and Use**

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, houseful; bookshelf, notebook, bookmark*).
- a. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.2.5: Demonstrate understanding of word relationships, and nuances in word meanings.



- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## Grade 3

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonics***

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use knowledge of all letter sounds to decode unknown words on grade 3 level.
- b. Use knowledge that some letters have more than one sound (e.g., *s*—*s*at, *has*; *g*—*get*, *gist*—know that *g* makes /j/ before silent *e* and sometimes before *e*, *y*, and *i*; *th*—*the*, *thumb*; *c*—*cat*, *city*—know that *c* makes the /k/ before *a*, *o*, and *u*; the /s/ before *e*, *i*, and *y*); know that *y* sometimes acts as the vowels *e* or *i*—*y* makes the short *i* sound in words with short vowel patterns (e.g., *gym*); it makes the long *i* sound at the end of a word with no other vowel (e.g., *by*, *fly*); it makes the long *e* sound at the end of another vowel's word (e.g., *happy*, *party*) to decode words accurately.
- c. Associate sounds to 2- and 3-consonant blends and digraphs (e.g., *ch*, *str*, *nk*).
- d. Apply vowel rules to identify long and short vowel sounds (e.g., *cvc*, *cvcc*, *ccvc*, *ccvcc*, *cv*, *cvce*, *cvvc*).
- e. Identify vowel combinations and consonant-controlled vowels and associate correct sounds (e.g., *ai*, *oa*, *ee*, *oi*, *au*, *ea*, *ar*, *er*, *al*, *aw*, *ew*, *ear*, *are*, *air*) to read words accurately.
- f. Use knowledge of rhyming words to help with new words.

##### ***Word Recognition***

RF.3.3.1 (Local): Use a variety of strategies (context clues, configurations, similar known words, word families, etc.) to read grade-appropriate regularly and irregularly spelled words.

- a. Read and understand vocabulary from grade 3 reading text.
- b. Read and understand content vocabulary for level 3.
- c. Read the names of the days of the week.
- d. Read the names of the months of the year.
- e. Read number words.

##### ***Structural Analysis***

RF.3.3.2 (Local): Know and apply grade level structural analysis skills in decoding and understanding word structure and meaning.

- a. Identify, read, and understand compound words.
- b. Identify contractions and understand their meanings.

- c. Identify grade-appropriate abbreviations and understand their meanings.
- d. Identify comparatives and superlatives and understand how they are used.
- e. Identify and understand regular and irregular plurals.
- f. Identify possessives and plural possessives and understand how the use of the apostrophe can change the meaning of the word.
- g. Identify and understand root words.
- h. Identify and know the meanings of the most common prefixes and inflectional and common Latin suffixes.
- i. Understand how prefixes and suffixes change the meanings of words.
- j. Know and use the rules for breaking words into syllables to decode multi-syllable words:
  1. Divide syllables between two consonants in a word in which the two consonants fall between two vowels; a syllable with one vowel and a consonant at the end will usually have a short vowel sound.
  2. If the word has one consonant between two vowels, try the consonant first with the following syllable; if it does not make a word, try it with the first syllable, making a closed syllable with a short vowel sound.
  3. An accented syllable with one vowel and no consonant at the end will usually have a long vowel sound; if the syllable is not accented, the vowel will usually make a schwa sound.
  4. Most syllables with two vowels together, such as ai or oa (excluding diphthongs and other special vowel sounds), will have a long vowel sound.
  5. Keep consonant blends or digraphs together in a word; they follow the same rule as one consonant between two vowel sounds.
  6. Divide between vowels only when the vowels do not represent a long sound or a vowel digraph, such as *oi* (e.g., po-em, li-on).
  7. Some words can be divided between affixes and root word (e.g., dis/taste/ful).

### ***Print Concepts***

RF.3.1 (Local): Demonstrate understanding of the organization and basic features of print; use them to aid comprehension.

- a. Identify and define author, illustrator, and publisher of writings.
- b. Identify and understand the use of the title page, table of contents, index, and glossary.
- c. Understand the purpose of capitalization, punctuation, bold face type, italics, headings, and indentations used by the author.
- d. Identify the topic sentence in a paragraph.
- e. Identify the detail sentences that support a topic sentence or main idea.

### ***Fluency***

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Vocabulary Acquisition and Use**

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meanings of key words and phrases.

L.3.5: Demonstrate an understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
- d. Know synonyms and antonyms for common words.
- e. Use context to identify the meanings of homonyms and words with multiple meanings.
- f. Differentiate between homophones and their meanings.
- g. Use the meanings of the individual words that make up the whole to help with the meanings of compound words.

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *after dinner that night we went looking for them.*)

## **Literature**

### ***Key Ideas and Details***

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- a. Identify the main idea and supporting details of a story or paragraph.
- b. Identify the sequence of events in a story.
- c. Recall and summarize stories.
- d. Explain how a conflict was resolved.
- e. Make predictions about what could happen based on known information (e.g., details in the story, what is known about the author's work, picture clues, etc.)
- f. Make inferences based on information given in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### ***Craft and Structure***

RL.3.4.0 (Local): Understand components in literary writing.

- a. Identify the author's purpose for writing (e.g., to entertain, inform, influence attitude or opinion).
- b. Identify voice in the piece and the audience for which the piece was written.
- c. Identify the characteristics of the beginning (e.g., introduces the characters, setting, situation), middle (e.g., includes the problem and events), and ending (e.g., includes the solution, how things changed, etc.) of a story.
- d. Identify literary techniques used in passages.
- e. Identify the best ending for a story (must be consistent with details already given).
- f. Distinguish between types of writing (e.g., fact, fantasy, realistic fiction, non-fiction, poetry, plays).
- g. Categorize types of literature.

RL.3.4: Determine the meanings of words and phrases as they are used in a text; distinguish literal from non-literal language.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6: Distinguish own point of view from that of the narrator or those of the characters.

### ***Integration of Knowledge and Ideas***

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or emphasize aspects of a character or setting).

RL.3.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.9.1 (Local): Make connections between literary and real world issues or personal experiences.

### ***Range of Reading and Level of Text Complexity***

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## **Informational Text**

### ***Key Ideas and Details***

RI.3.0 (Local): Read texts, reference books, Web documents, and other informational books to gain information about a variety of topics.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- a. Make predictions based on what is read or depicted in charts, tables, or graphs.
- b. Identify the author's purpose for writing (e.g., to inform).
- c. Recall, summarize, and classify information.
- d. Differentiate between fact and opinion and determine the trustworthiness of the source.
- e. Make inferences based on the information given.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.

### ***Craft and Structure***

RI.3.4: Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks, indexes, tables of contents) to efficiently locate information relevant to a given topic.

RI.3.6: Distinguish own point of view from that of the author of a text.

### ***Integration of Knowledge and Ideas***

RI.3.7: Use information gained from illustrations, graphics (e.g., maps, photographs, charts, and graphs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.7.1 (Local): Connect textual information to personal experiences and current events and identify implications of the information conveyed.

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

- a. Use library skills to locate information on a particular topic.
- b. Use scanning skills to find the information needed.
- c. Use note-taking skills to record key information from the two texts.
- d. Organize information to compare and contrast the important points and key details.

### ***Range of Reading and Level of Text Complexity***

RI.3.10: By the end of the third grade year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.3.1 (Local): Distinguish between fact and opinion in writings.

- c. Determine the author's opinion/point of view (e.g., what does the author think or want?)
- d. Identify information in a passage that is supported by fact.

RP.3.2 (Local): Distinguish between informative and persuasive passages.

### ***Craft and Structure***

RP.3.3 (Local): Identify and describe persuasive techniques (e.g., bandwagon, emotional appeal, testimonial) used in pieces read by the teacher and self.

RP.3.4 (Local): Determine the trustworthiness of the source.

### ***Integration of Knowledge and Ideas***

RP.3.5 (Local): Compare and contrast different points of view on the same topic.

RP.3.6 (Local): Connect information to real-life issues and consider the results when applying different opinions to situations (e.g., in searching for energy sources, some think we should dig for oil in the ocean, but others think it is too dangerous to ocean life and that we should look for other options; what would be the positive and negative results of each idea?).

### ***Range of reading and Level of Text Complexity***

RP.3.7 (Local): By the end of the third grade year, read and comprehend persuasive pieces (e.g., in student texts, letters, library books, or children's magazine articles) at the high end of the grades 2-3 text complexity band independently and proficiently.



## Summary

### Main Writing/Communications, Grade 3

- **Various Constructed Responses**

### Main Forms of Formative/Summative Assessment

<p><b>for Prompts on Reading and Content Study</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Exercises, Tests, Others</b></li> </ul> <p><b>Various Writings to Learn:</b></p>	
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### Contents of Grade 3 School Writing Folder

<p><b>Argumentative Texts:_____</b></p> <p><b>Informative/Explanatory Texts:_____</b></p> <p><b>Narrative Texts:_____</b></p> <p><b>Literary Texts (optional): _____</b></p> <p><b>Classroom Writing to Prepare for the On-demand Writing Test:_____</b></p> <p><b>Constructed Responses:_____</b></p> <p><b>Writing to Learn:_____</b></p>	<p><b>Folder must contain evidence of</b></p> <p>___oral or multi-media text</p> <p>___written text</p> <p>___communication done through use of technology</p> <p>___communication based on research</p> <p>___work taken through writing process with evidence of feedback</p>
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## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

See specific grade-level standards for more information.

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Use of visuals and diverse media</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Grade 3:**

### **Text Types and Purposes: Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a “text” may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts produced in the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.3.1: Produce argumentative texts/opinion pieces on topics or texts to persuade an authentic audience to accept a position/opinion or to convince an audience to take a needed action.

- a. Address a provided prompt: purpose, audience, situation, form; or determine a purpose, audience, and form/mode for a persuasive text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an introduction, establishing a topic or issue, clarifying a context/situation for writing, indicating a position, opinion, or request
- d. Provide reasons and some supporting details, examples, stories.
- e. Group ideas and supporting details in a logical order, using paragraphing and appropriate transitions and linking words and phrases (e.g., *because, therefore, for example*).
- f. Provide explanations to convey thinking/reasoning, support the opinion, and help the audience understand and accept the writer’s ideas.
- g. When appropriate for the task, draw on research, reading or listening to support an opinion in an argumentative text.
- h. When appropriate for the task, use drawings and visuals to support an opinion in an oral or argumentative text.
- i. When appropriate to the task, draw on research, reading, listening, and observing to communicate.
- j. When appropriate for the task, use technology to communicate.
- k. Reveal audience awareness by addressing logical questions and anticipating the needs of the audience.
- l. Use an appropriate tone or voice.
- m. Apply characteristics of the selected form or mode (e.g., letter, article, presentation).
- n. Provide a concluding statement or section (e.g., emphasizing the purpose/opinion and making effective connections with the audience).
- o. Use mostly precise word choice.
- p. Construct mostly correct and some varied sentences.

- q. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- r. Address language standards for grade 3.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt: purpose, audience, situation, form/mode; or determine a purpose, audience, and form/mode for an informational/explanatory text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an introduction, introducing the topic and purpose and making appropriate connections with the audience.
- d. Present specific information and clear explanations to accomplish the purpose and be effective with the audience.
- e. Develop/support ideas with relevant, specific facts, details, quotes, stories, examples, visuals/media.
- f. Group information/support logically, using paragraphing and some appropriate transitions (words, phrases, clauses, questions, headings) and linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*).
- g. When appropriate for the task, draw on research, reading, listening, or observing to support purpose in an informative text.
- h. When appropriate for the task, use drawings and visuals to support purpose in an oral or informative text.
- i. When appropriate to the task, use grade-level technology to communicate.
- j. Reveal audience awareness by addressing logical questions and providing needed detail and explanation to help the audience.
- k. Use an appropriate tone or voice.
- l. Apply characteristics of the selected form/mode (e.g., letter, article, presentation, report).
- m. Provide a concluding statement or section (e.g., emphasizing the purpose and main idea and making connections with the audience).
- n. Use mostly precise language and domain-specific vocabulary to inform and explain.
- o. Construct mostly correct and some varied sentences.
- p. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- q. Address language standards for grade 3.

W.3.3: Write narratives to develop real or imagined experiences or events in order to reflect, inform (processes, events), persuade, or entertain/ create literary expression.

- a. Address a provided prompt: purpose, audience, situation, form/mode; or determine a purpose, audience, and form/mode for a narrative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an introduction, establishing a situation or reason for writing, focusing purposefully on the experience or events, introducing a narrator or characters, making connections with the audience.

- d. Develop the narrative through some details, an account of events, description, dialogue, reflections, effective word choice, visuals, and other narrative techniques.
- e. Arrange the narrative in a logical, effective order, using paragraphing and some transitions (temporal words to signal event order).
- f. Provide sufficient explanations to develop ideas and communicate clearly and effectively with the audience.
- g. With guidance and support from adults, use technology to produce and publish writing.
- h. Reveal audience awareness by providing needed detail and explanation and by elaborating to help the reader.
- i. Convey an appropriate and interesting voice.
- j. Apply some characteristics of the selected form (e.g., short story, personal narrative, report, presentation, etc.).
- k. Provide a sense of closure, (e.g., a conclusion, focus on purpose, reference to reader/audience).
- l. Use mostly precise and some effective word choice.
- m. Construct mostly correct and some varied sentences.
- n. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- o. Address language standards for grade 3.

W.3.4 (Local Standard): Writing to learn and to demonstrate learning:  
Students will

- a. Use writing to learn class content, develop as a thinker, and organize thoughts and information (e.g., through a brainstorm list, time line, web, chart, or other writing-to-learn practice).
- b. Write briefly to express thoughts and feelings and to discuss questions relevant to classroom topics.
- c. With guidance and support, respond orally and in writing and in visuals to grade-appropriate prompts based on a variety of reading materials and on texts that are heard or observed (audio, video).
- d. Engage in exercises to develop grade-appropriate writing, reading, and language skills.
- e. Complete grade-appropriate exercises used to assess progress in writing, including constructed responses and writing like that called for in the state's On-demand Writing Test.

### **Production and Distribution of Writing**

W.3.4: Understand and apply criteria for effective communication. With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. Apply criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- b. With others, analyze and discuss samples in terms of criteria for effective communication.
- c. Self-assess growth in communicating effectively, including periodically reviewing samples in the student's communication folder.

W.3.5: Participate in writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Produce some texts through a full writing process.
- b. With others, plan a communication task (brainstorming, mapping, outlining, using an organizer, etc.).
- c. Read and discuss a variety of samples and models, especially work like that students will produce.
- d. Talk with others about work in progress, sharing work, raising questions, and offering suggestions.
- e. Revise text to serve purpose and audience: adding, deleting, rearranging.
- f. Use feedback, class lessons, and provided tools/resources to revise and develop texts: checklists, rubrics, samples/models, etc.
- g. Apply skills to edit own and others' work. See grade-level standards for Language.
- h. Reflect on/self-assess work.
- i. Draw on formative and summative assessments to improve communication skills.
- j. Share some work publicly.
- k. Collaborate/communicate with peers and adults in producing and discussing writing.

W.3.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.

- a. Produce some texts through the use of technology.
- b. With guidance and support, use keyboarding skills/technology to communicate with others.
- c. Use visuals/media to communicate or to enhance communication.
- d. Respond to own work and work of others through technology.
- e. Use Internet and other technology to gather information for use in communicating.

### **Research to Build and Present Knowledge**

W.3.7: Conduct short research projects that build knowledge about a topic.

- a. With the teacher and peers, determine a purpose for conducting research.
- b. Conduct research and draw on it to produce some texts.
- c. With guidance and independently, raise questions to guide research.
- d. Discuss and evaluate possible resources to determine which are appropriate.

- e. Discuss and evaluate possible ways of conducting research to answer the question.
- f. Use a form of research to gather information (e.g., reading, observing, talking, surveying, conducting an experiment, beginning to use computer resources and other technology).
- g. Record and organize information logically to address the research question.
- h. Form a list of appropriate resources.
- i. Cooperate and communicate with others in conducting the research.
- j. Share findings and conclusions with others.

W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply grade 3 Reading standards to literature.
- b. Apply grade 3 Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

### **Range of Writing**

W.3.10: Routinely, write a variety of texts for a range of purposes and audiences, including discipline-specific texts and texts done over extended time frames (time for research, reflection, and revision) and in shorter time frames (a single sitting or a day or two).

- a. Write routinely over the academic year.
- b. Produce a variety of texts, some multi-draft texts done over time and some single-draft texts done over a shorter time frame, even a single sitting.
- c. Develop communications relevant to content learning.
- d. Engage in communicating for a range of purposes and audiences, including writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.
- k. Complete constructed responses for reading, writing, and content areas.
- l. Complete classroom work relevant to the On-demand Writing Test.

### **Speaking and Listening Standards, Grade 3:**

**Note:** Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards.

### **Comprehension and Collaboration**

Students will

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.



- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of discussion.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats (oral, visual, quantitative).

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

SL.3.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.3.5: Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Language Standards, Grade 3:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.
- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

### **Conventions of Standard English**

Students will

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns. (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*).
- f. Ensure subject-verb agreement and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

### **Vocabulary Acquisition and Use**

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

L.3.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## Grade 4

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonics, Word Analysis, and Word Recognition***

RF.4.3: Know and apply grade level phonics and word analysis skills in decoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

- a. Use knowledge of two and three letter consonant blends (e.g., *r*, *l*, and *t* blends, *ng*, *nk*, *str*,) and digraphs/trigraphs (e.g., *kn*, *gn*, *wr*, *ch*, *sh*, *th*, *ph*, *wh*, *tch*, *sch* ) to decode words.
- b. Use knowledge that some letters and digraphs have more than one sound (e.g., *s*-sat, has; *g*-get, gist gist—know that *g* makes /j/ before silent *e* and sometimes before *e*, *y*, and *i*; *th*-the, thumb; *ch*-chimney, chandelier; *c*-cat, city—know that *c* makes the /k/ before *a*, *o*, and *u*; the /s/ before *e*, *i*, and *y*); know that *y* sometimes acts as the vowels *e* or *i*—*y* makes the short *i* sound in words with short vowel patterns (e.g., gym); it makes the long *i* sound at the end of a word with no other vowel (e.g., by, fly); it makes the long *e* sound at the end of another vowel's word (e.g., happy, party) to decode words accurately.
- c. Understand the uses and meanings of regular and irregular plurals appropriate to grade 4 vocabulary.
- d. Understand the uses, meanings, and appropriateness of contractions.
- e. Understand the meanings and uses of grade-appropriate abbreviations.
- f. Understand the uses of possessives and plural possessives and how the placement of the apostrophe can change the meaning of the word.
- g. Understand comparatives and superlatives and their meanings and usage.
- h. Apply vowel rules/patterns to identify long and short vowel sounds in words and syllables (e.g., *cvc*, *cvce*, *cvvc*, *cv*).
- i. Identify and use knowledge of vowel phonemes—digraphs, diphthongs, and modified vowels—to decode words (e.g., *oo* as in book and food; *al*; *aw*-au; *ar*, *ir*, *ur*, *er*, *or*, *ore*, *oar*; *ou*-*ow* as in house and now; *ough* as in rough, though, through, and bough; *ought* as in bought and thought; *oi*-*oy*; *-are*, *-air*; *eer*, *ear* as in fear and in pear; long vowel sounds made by two vowels together—*ai*, *ae*, *ay*, *ee*, *eo*, *ea*, *ei*, *ie*, *oa*, *oe*,; *ea* as in bread and in great; *ow*, *ew* as in know and knew)
- j. Use knowledge of root words and affixes to read and understand word meaning.
  1. Identify root words.
  2. Identify and know the meanings of prefixes and suffixes (e.g., *pre*-, *re*-, *un*-, *-s*, *-ed*, *-ing*, *-ly*, *-ness*, *-ish*).
  3. Describe how affixes can change the meanings of words.
- k. Know and use syllabication rules to decode multisyllabic unknown words:

1. Divide syllables between two consonants in a word in which the two consonants fall between two vowels; a syllable with one vowel and a consonant at the end will usually have a short vowel sound.
  2. If the word has one consonant between two vowels, try the consonant first with the following syllable; if it does not make a word, try it with the first syllable, forming a closed syllable with a short vowel sound.
  3. An accented syllable with one vowel and no consonant at the end will usually have a long vowel sound; if the syllable is not accented, the vowel will usually make a schwa sound.
  4. Most syllables with two vowels together, such as *ai* or *oa* (excluding diphthongs and other special vowel sounds), will have a long vowel sound.
  5. Keep consonant blends or digraphs together in a word; they follow the same rule as one consonant between two vowel sounds.
  6. Divide between vowels only when the vowels do not represent a long sound or a vowel digraph, such as *oi* (e.g., po-em, li-on).
  7. Some words can be divided between the affixes and the root word (e.g., dis/taste/ful).
- l. Read and understand vocabulary introduced in grade 4 reading instruction.
  - m. Read and understand grade 4 content vocabulary.

### ***Print Concepts***

RF.4.1 (Local): Demonstrate understanding of the organization and basic features of print.

- a. Use knowledge of the purpose of capitalization, punctuation, bold face type, italics, or indentations to make meaning of the text.
- b. Identify the author, illustrator, publisher, and date published of print material.
- c. Use titles, headings, table of contents, glossaries, indexes, and Web searches to locate information and make meaning of the text.

### ***Fluency***

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Vocabulary Acquisition and Use**

L.4.4: Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 4 reading content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meanings of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meanings of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- d. Understand that some words may be spelled the same but have different, unrelated meanings and/or pronunciations (homographs), and some words may be pronounced the same but have different meanings and spellings (homophones); use the context to aid in determining the meaning of the word.
- e. Understand that many words have multiple related or unrelated meanings; use the context to help determine the meaning of the word.
- f. Identify compound words and formulate meaning from the context and from the smaller words that form the compound word.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## **Literature**

### ***Key Ideas and Details***

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- a. Make predictions based on the information given and explain the reasoning.
- b. Explain how a conflict is resolved.
- c. Recall the sequence of events in a story.
- d. Make inferences based on the information given.
- e. RL.4.2: Determine a theme or main idea of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- a. Identify character traits.
- b. Explain the impact of external events in the story on the character's actions and feelings.
- c. Explore the implications of the character's internal motivations upon his/her actions and feelings.

### ***Craft and Structure***

RL.4.4.0 (Local): Identify components that impact literary writing.

- a. Identify the audience, purpose, and voice of the piece chosen by the author.
- b. Distinguish between fact/nonfiction and fiction (e.g., fantasy, realistic fiction, folklore) by identifying and describing the characteristics of each.
- c. Identify and explain literary elements, such as characterization, setting, plot, theme, and/or point of view.
- d. Identify literary techniques used by authors (e.g., figurative language, imagery, personification, alliteration, aside, hyperbole, conflict, irony).
- e. Reflect on the effect of the tone or mood of a literary piece of writing.

RL.4.4: Determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

### ***Integration of Knowledge and Ideas***

RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- a. Compare and contrast various elements within single and from multiple texts.
- b. Categorize words, types of stories, and characters in passages.

RL.4.9.1 (Local): Make connections from literary to real world and personal experiences.

### ***Range of Reading and Level of Text Complexity***

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Informational Text**

#### ***Key Ideas and Details***

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.2.1 (Local): Read to understand and interpret the information given for a variety of purposes:

- a. Formulate questions to guide reading.
- b. Make predictions based on the information given.
- c. Identify the author's purpose in a passage.
- d. Use textual features and graphics to support the understanding of material and answer questions about the text (e.g., pictures, lists, tables, graphs).
- e. Recall, summarize, and classify information.
- f. Distinguish between fact and opinion.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### ***Craft and Structure***

RI.4.4: Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### ***Integration of Knowledge and Ideas***



RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- a. Use research skills to locate two sources on the same topic.
- b. Use scanning skills to find key information.
- c. Skim to gain the general meaning of the text.
- d. Use note-taking skills to record key information from the two sources.
- e. Organize information to speak or write about the subject in a logical format (working cooperatively in a group and individually).

RI.4.9.1 (Local): Connect textual information to personal experiences and current events and identify the implications of the information conveyed.

### ***Range of Reading and Level of Text Complexity***

RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.4.1 (Local): Distinguish between fact and opinion in writings.

RP.4.2 (Local): Distinguish between informative and persuasive passages.

- e. Determine the author's opinion/point of view.
- f. Identify the writer's argument and supporting evidence.
- g. Note any misinformation or possible bias from the author.

### ***Craft and Structure***

RP.4.3 (Local): Identify and define persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion, propaganda).

- a. Identify the type of persuasive technique used in a particular writing.
- b. Describe how it was used to influence the opinions of others.

RP.4.4 (Local): Identify examples of the use of facts to support an author's opinion.

RP.4.5 (Local): Determine the trustworthiness of the source.

***Integration of Knowledge and Ideas***

RP.4.6 (Local): Compare and contrast different points of view in writings.

RP.4.7 (Local): Connect information from persuasive writings by different authors to world issues and consider the results when applying different opinions to situations (e.g., in searching for energy sources, some think we should dig for oil in the ocean, others think we should build nuclear power plants—what are the positive and negative points of each?).

***Range of Reading and Level of Text Complexity***

RP.4.8 (Local): By the end of the year, read and comprehend persuasive pieces (e.g., in student texts, magazine articles, letters or articles in newspapers) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Summary

[illegible]



## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

See specific grade-level standards for additional information.

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Use of visuals and diverse media</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Grade 4:**

### **Text Types and Purposes: Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a “text” may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts done during the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.4.1: Produce argumentative texts/opinion pieces on topics or texts to persuade an authentic audience to accept a position/opinion or to convince an audience to take a needed action.

- a. Address a provided prompt, or determine a purpose and audience for an argumentative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction, establishing a topic or issue, clarifying a context/situation for writing, indicating a purpose, position, opinion, or request, and making appropriate connections with the audience.
- d. Provide logically ordered reasons, facts, details, examples, quotes, or stories to support the opinion and persuade the audience. Apply persuasive techniques (e.g., reasoning from evidence/information, providing reliable testimony, recounting compelling personal experience or narratives, etc.).
- e. As appropriate for the task, draw on research, reading, listening, or observing to develop an argumentative text.
- f. As appropriate for the task, use visuals and media to accomplish the purpose and be effective with an audience.
- g. As appropriate for the task, use grade-appropriate technology to communicate.
- h. Group ideas and supporting details in a logical order, using paragraphing and appropriate transitions and linking words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- i. As appropriate for the task, use format features to enhance communication, e.g., underlining, using different type sizes, bullets, etc.
- j. Provide clear explanations to convey thinking/reasoning, support the opinion, and help the audience understand and accept the writer’s ideas.
- k. Reveal audience awareness by anticipating the needs of the audience, e.g., addressing logical questions, and providing needed information or explanation.
- l. Use an appropriate and persuasive tone or voice.

- m. Apply characteristics of the selected form or mode (e.g., letter, article, speech, editorial, multi-media presentation).
- n. Provide an effective conclusion or closing section, emphasizing the purpose and making effective connections with the audience.
- o. Use precise and persuasive word choice.
- p. Construct correct and varied sentences, applying knowledge of grade-level Language standards.
- q. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- r. Address language standards for grade 4.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt, or determine a purpose, audience, and form/mode for an informative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction, introducing the topic and purpose, establishing the need for writing, providing needed background, and making appropriate connections with the audience.
- d. Present specific, relevant information and clear explanations to accomplish the purpose, convey thinking, and be effective with the audience.
- e. Develop/support ideas with relevant, specific facts, details, quotes, stories, examples, definitions, personal experience, illustrations, visuals, media.
- f. As appropriate for the task, draw on research, reading, listening, and/or observing to develop an informative/explanatory text.
- g. As appropriate for the task, use visuals and media to accomplish the purpose and be effective with the audience.
- h. Communicate through grade-appropriate technology.
- i. Group information/support logically, using paragraphing and appropriate transitions (words, phrases, clauses, questions, headings) and linking words and phrases (e.g., *another, for example, also, because*).
- j. As appropriate for the task, use format features to enhance communication, e.g., underlining, using bullets and different type sizes, etc.
- k. When appropriate for the task, draw on research, reading, listening, and observing to communicate.
- l. When appropriate for the task, use grade-level technology to communicate.
- m. Reveal audience awareness by addressing logical questions, providing needed detail and explanation, and elaborating to clarify ideas.
- n. Use an appropriate tone or voice.
- o. Apply characteristics of the selected form/mode (e.g., letter, article, presentation).
- p. Provide an effective conclusion or closing section, emphasizing the purpose and main idea and making connections with the audience.
- q. Use precise language and domain-specific vocabulary to inform and explain.
- r. Construct correct and varied sentences, applying knowledge of grade-level Language standards.

- s. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- t. Address language standards for grade 4.

W.4.3: Write narratives to develop real or imagined experiences or events in order to reflect on experiences, inform (processes, events), persuade, or entertain/ create literary expression.

- a. Address a provided prompt, or determine the purpose, audience, and form/mode for a narrative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction, orienting the reader, establishing a situation or reason for writing, focusing on the experience or events, introducing a narrator or characters, making connections with the audience.
- d. Develop the narrative through specific, sensory, concrete details, events, description, dialogue, reflections, effective word choice, visuals, media, and other narrative techniques.
- e. As appropriate for the task, draw on research, reading, speaking, and observing to develop a narrative.
- f. As appropriate to the task, communicate through grade-appropriate technology.
- g. Arrange the narrative in a logical, effective order, using effective paragraphing and a variety of effective transitions (especially time signals).
- h. As appropriate for the task, use format features to enhance communication, e.g., underlining, using bullets and different type sizes, etc.
- i. Provide explanations to develop ideas and communicate clearly and effectively with the audience.
- j. Reveal audience awareness by providing needed detail and explanation and elaborating to help the reader.
- k. Convey an appropriate and interesting voice.
- l. Apply characteristics of the selected form (e.g., short story, personal narrative, report, article, speech, presentation, etc.).
- m. Provide an effective conclusion or closing section that follows from the narrated experiences or events, draws attention to the main purpose or ideas, and makes connections with the audience.
- n. Use precise and effective word choice.
- o. Construct correct and varied sentences.
- p. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, and clarify to help the audience.
- q. Address language standards for grade 4.

W.4.4 (Local Standard): Write to learn and to demonstrate learning:

- a. Use writing to learn class content, develop as a thinker, organize thoughts and information (e.g., through a brainstorm list, time line, web, chart, or other writing-to-learn practice).
- b. Write briefly to express thoughts and feelings, to raise and discuss questions, to solve problems, etc., relevant to classroom topics.



- c. With guidance and support, respond orally, in writing and through visuals to grade-appropriate prompts based on a variety of reading materials and on texts that are heard or observed.
- d. Engage in exercises to develop grade-appropriate writing, reading, and language skills.
- e. Complete grade-appropriate exercises used to assess progress in learning, including constructed responses and writing like that called for in the state's On-demand Writing Test.

## **Production and Distribution of Writing**

Students will

W.4.4: Understand and apply criteria for effective communication. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. Apply criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- b. With others, analyze and discuss samples in terms of criteria for effective communication.
- c. Self-assess growth in communicating effectively, including periodically reviewing samples in the student's communication folder.

W.4.5: Participate in writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- a. Produce some texts through a full writing process.
- b. Independently and with others, plan a communication task (brainstorming, mapping, outlining, using an organizer, etc.).
- c. Read and discuss a variety of samples and models, especially work like that students will produce.
- d. Talk with others about work in progress, sharing work, raising questions, and offering suggestions.
- e. Revise text to serve purpose and audience: adding, deleting, rearranging.
- f. Use feedback, class lessons, and provided tools/resources to revise and develop texts: checklists, rubrics, samples/models, etc.
- g. Apply skills to edit own and others' work. See grade-level standards for Language.
- h. Reflect on/self-assess work.
- i. Draw on formative and summative assessments to improve communication skills.
- j. Share some work publicly.
- k. Collaborate/communicate with peers and adults in producing and discussing writing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.

- a. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- b. Use media to communicate or enhance communication (visuals, audio).
- c. Respond to own work and work of others through technology.
- d. Use Internet and other technology to gather information for use in communicating.

## **Research to Build and Present Knowledge**

Students will

W.4.7: Conduct short research projects that use several sources to build knowledge through investigation of a topic. Sources include print and digital reading material, the Internet, talking with others, observing, etc.

- a. With the teacher and peers or independently, determine a purpose for research.
- b. Conduct research and draw on research to develop some texts.
- c. With guidance and independently, raise questions to guide research.
- d. Discuss and evaluate possible resources to determine which are appropriate.
- e. Discuss and evaluate possible ways of gathering information to answer the research question.
- f. Use a logical form of research to gather information (e.g., reading, observing, talking, surveying, conducting an experiment, beginning to use computer resources and other technology).
- g. Access more than one resource.
- h. Record and organize information logically to address the research question.
- i. Cooperate and communicate with others in conducting the research.
- j. Use a logical method of citing sources, including quotations and source lists.
- k. Share findings and conclusions with others.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources.

W.4.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature.
- b. Apply grade 4 Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

## **Range of Writing**

Students will

W.4.10: Routinely, write a variety of texts for a range of purposes, and audiences, including discipline-specific texts and texts done over extended time frames (time for research, reflection, and revision) and texts done in shorter time frames (a single sitting or a day or two).

- a. Write routinely over the academic year.
- b. Produce a variety of texts, some multiple-draft texts done over time and some single-draft texts done in a shorter time frame, including a single sitting.
- c. Develop communications relevant to content learning.
- d. Engage in communicating for a range of purposes and audiences, including writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.
- e. Complete constructed responses for reading, writing, and content areas.
- f. Complete classroom work relevant to the On-demand Writing Test.

### **Speaking and Listening Standards, Grade 4:**

Note: Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards.

#### **Comprehension and Collaboration**

Students will

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussion and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas in light of the discussions.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (oral, visual, quantitative).

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points, opinions, and ideas.

#### **Presentation of Knowledge and Ideas**

Students will

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and to be effective with the audience.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **Language Standards, Grade 4:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.
- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

## **Conventions of Standard English**

Students will

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive verb tenses (e.g., *I was walking; I am walking; I will be walking*).
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Use correct capitalization.
- b. Use commas and question marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language

Students will

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (small-group discussion).

## Vocabulary Acquisition and Use

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## Grade 5

### **Reading Standards:**

#### **Foundational Skills**

##### ***Phonics, Word Analysis and Word Recognition***

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- a. Use knowledge of two and three letter consonant blends (e.g., *r*, *l*, and *t* blends, *ng*, *nk*, *str*,) and digraphs/trigraphs (e.g., *kn*, *gn*, *wr*, *ch*, *sh*, *th*, *ph*, *wh*, *tch*, *sch* ) to decode words.
- b. Use knowledge that some letters have more than one sound (e.g., *s*-sat, has; *g*-get, gist—know that *g* makes /j/ before silent *e* and sometimes before *e*, *y*, and *i*; *th*-the, thumb; *ch*-chimney, chandelier; *c*-cat, city—know that *c* makes the /k/ before *a*, *o*, and *u*; the /s/ before *e*, *i*, and *y*); know that *y* sometimes acts as the vowels *e* or *i*—*y* makes the short *i* sound in words with short vowel patterns (e.g., gym); it makes the long *i* sound at the end of a word with no other vowel (e.g., by, fly); it makes the long *e* sound at the end of another vowel's word (e.g., happy, party) to decode words accurately.
- c. Understand the uses and meanings of regular and irregular plurals.
- d. Understand the uses, meanings, and appropriateness of contractions.
- e. Understand the meanings and uses of abbreviations.
- f. Understand the uses of possessives and plural possessives and how the placement of the apostrophe can change the meaning of the word.
- g. Understand comparatives and superlatives and their meanings and usage.
- h. Apply vowel rules to identify long and short vowel sounds in words and syllables (e.g., *cvc*, *cvce*, *cvvc*, *cv*).
- i. Identify and use knowledge of vowel phonemes—digraphs, diphthongs, and modified vowels—to decode words (e.g., *oo* as in book and food; *al*; *aw-au*; *ar*, *ir*, *ur*, *er*, *or*, *ore*, *oar*; *ou-ow* as in house and now; *ough* as in rough, though, through, and bough; *ought* as in thought and bought; *oi-oy*; *-are*, *-air*; *eer*, *ear* as in fear and in pear; long vowel sounds made by two vowels together—*ai*, *ae*, *ay*, *ee*, *eo*, *ea*, *ei*, *ie*, *oa*, *oe*,; *ea* as in bread and in great; *ow*, *ew* as in know and knew)
- j. Use knowledge of root words and affixes to read and understand word meaning.
  1. Identify root words.
  2. Identify and know the meanings of prefixes and suffixes (inflectional and derivational).
  3. Describe how affixes can change the meanings of words.
- k. Know and use syllabication rules to decode multisyllabic unknown words:

1. Divide syllables between two consonants in a word in which the two consonants fall between two vowels; a syllable with one vowel and a consonant at the end will usually have a short vowel sound.
2. If the word has one consonant between two vowels, try the consonant first with the following syllable; if it does not make a word, try it with the first syllable, forming a closed syllable with a short vowel sound.
3. An accented syllable with one vowel and no consonant at the end will usually have a long vowel sound; if the syllable is not accented, the vowel will usually have a schwa sound.
4. Most syllables with two vowels together, such as ai or oa (excluding diphthongs and other special vowel sounds), will have a long vowel sound.
5. Keep consonant blends or digraphs together in a word; they follow the same rule as one consonant between two vowel sounds.
6. Divide between vowels only when the vowels do not represent a long sound or a vowel digraph, such as *oi* (e.g., po-em, li-on).
7. Some words can be divided between affixes and the root word (e.g., dis/taste/ful).
- l. Read and understand regularly and irregularly spelled vocabulary introduced in grade 5 reading instruction.
- m. Read and understand grade 5 content vocabulary.

### ***Print Concepts***

RF.5.1 (Local): Demonstrate understanding of the organization and basic features of print.

- d. Use knowledge of the purpose of capitalization, punctuation, bold face type, italics, or indentations to make meaning of the text.
- e. Identify the author, illustrator, publisher, and date published of print material.
- f. Use titles, headings, tables of content, glossaries, indexes and Web searches to locate information and make meaning of the text.

### ***Fluency***

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Vocabulary Acquisition and Use**

L.5.4: Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meanings of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homonyms—including homophones and homographs) to better understand each of the words.
- d. Understand that many words have multiple related or unrelated meanings; use context to help determine meanings of words.
- e. Identify compound words and determine their meanings from the context and from the smaller words that form the compound word.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Literature**

### ***Key Ideas and Details***

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme or main idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- a. Make inferences based on information given in the text.
- b. Make analogies of characters, challenges, situations, or actions from multiple texts.
- c. Make predictions based on visual cues and information given.



RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- a. Evaluate a character's actions and feelings based on a passage and identify character traits.
- b. Interpret the impact of internal motivations and external events on a character's actions and feelings.

### ***Craft and Structure***

RL.5.4.0 (Local): Identify components that impact literary writing.

- a. Identify the audience, purpose, and voice chosen by the author.
- b. Identify and explain literary elements, such as characterization, setting, plot, theme, and/or point of view.
- c. Distinguish between fact/nonfiction and fiction (e.g., fantasy, realistic fiction, science fiction).
- d. Identify literary techniques used by authors (e.g., figurative language, imagery, personification, alliteration, aside, hyperbole, conflict, irony).
- e. Reflect on the effect of the tone or mood of a literary piece of writing.

RL.5.4: Determine the meanings of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.

RL.5.5.0 (Local): Explain major differences between poems, drama, and prose; refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a text; categorize literature read.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

### ***Integration of Knowledge and Ideas***

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.9.1 (Local): Make complex connections between literature and real life (text to personal experiences, text to world events).

### ***Range of Reading and Level of Text Complexity***

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

### **Informational Text**

#### ***Key Ideas and Details***

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.2.1 (Local): Read to understand and interpret the information given for a variety of purposes.

- a. Formulate questions to guide reading.
- b. Identify the author's purpose for writing.
- c. Locate key ideas or information in a passage.
- d. Interpret the meaning of specialized vocabulary to understand the content.
- e. Use textual features and graphics to support the understanding of material (tables, charts, graphs, glossaries).
- f. Make predictions based on information given in the text.
- g. Categorize information given in texts.
- h. Differentiate between fact and opinion.
- i. Make inferences supported by information in the text.
- j. Identify implications of the information given.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### ***Craft and Structure***

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in two or more texts.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### ***Integration of Knowledge and Ideas***

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- a. Use research tools and library skills to locate multiple sources on the same topic.
- b. Use scanning skills to find key information.
- c. Skim to gain the general meaning of the text.
- d. Use note-taking skills to record key information from the two sources.
- e. Organize information (e.g., outlining) to speak or write about the subject in a logical format (working cooperatively in a group and individually).

RI.5.9.1 (Local): Apply textual information to personal experiences and current issues.

### ***Range of Reading and Level of Text Complexity***

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 complexity band independently and proficiently.

## **Persuasive Reading**

### ***Key Ideas and Details***

RP.5.1 (Local): Distinguish between fact and opinion in writings.

RP.5.2 (Local): Distinguish between informative and persuasive passages.

- h. Determine and analyze the author's opinion/point of view.
- i. Identify the writer's argument and supporting evidence.
- j. Note any misinformation or possible bias from the author.

### ***Craft and Structure***

RP.5.3 (Local): Identify persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion, propaganda) used in writings.

- a. Analyze and describe how the author used persuasive techniques to influence the opinions of others.
- b. Identify examples of the use of facts to support an author's opinion.

RP.5.4 (Local): Determine the trustworthiness, reliability, or credibility of the source.

***Integration of Knowledge and Ideas***

RP.5.5 (Local): Compare and contrast different points of view on the same topic.

RP.5.6 (Local): Connect information to world issues and identify possible outcomes of applying different opinions to situations (e.g., sending troops to other countries to intervene in civil disputes).

RP.5.7 (Local): Form personal opinions based on interpretation of evidence presented.

***Range of Reading and Level of Text Complexity***

RP.5.8 (Local): By the end of the year, read and comprehend persuasive pieces (e.g., in student texts, magazine articles, letters or articles in newspapers) at the high end of the grades 4-5 complexity band independently and proficiently.

## Summary

<p><b>Main Writing/Communications</b></p> <p>Following are the main writings required at grade 5.          Individual teachers may choose to include others.          Indicate which texts are          O = oral          MM= multi-media          RB= research based          T=done through technology          WP= done through a full writing process          C=relevant to content-are learning          OD= relevant to the On-demand Writing Test</p> <p><b>Argumentative Texts:</b>  <b>Approximate Dates</b></p> <p><b>Informative/Explanatory Texts:</b>  <b>Approximate Dates</b></p> <p><b>Narrative Texts:</b>  <b>Approximate Dates</b></p> <p><b>Literary Texts (optional):</b></p> <p><b>Writing to Demonstrate Learning:</b></p> <ul style="list-style-type: none"> <li><b>Writing Relevant to On-Demand Writing Test</b></li> <li><b>Various Constructed Responses</b></li> </ul>	<p><b>Main Speaking/Listening Experiences</b></p> <p><b>Students will</b></p> <ol style="list-style-type: none"> <li><b>Engage in a range of collaborative discussions with diverse partners.</b></li> <li><b>Summarize a written text read aloud or information presented in diverse media and formats.</b></li> <li><b>Summarize and discuss a speaker’s main ideas.</b></li> <li><b>Present an oral report on a topic, text, process, or experience, or present and discuss an opinion.</b></li> <li><b>Include multi-media components and visual displays in presentations, when appropriate.</b></li> <li><b>Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</b></li> </ol> <p><b>Specific Speaking and Listening Experiences, Grade 5</b></p> <hr/> <p><b>Main Uses of Technology for Communication Skills</b></p> <hr/> <p><b>Main Forms of Feedback on Communication Skills</b></p> <hr/> <p><b>Main Forms of Formative/Summative Assessment</b></p>
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## Summary of Main Instructional Topics, Aligned with Standards for Writing/Communication, Speaking/Listening, and Language

See specific grade-level standards for additional information.

<ol style="list-style-type: none"> <li>1. Importance of Developing Communication/Literacy Skills</li> <li>2. Writing/Communications for a Variety of Purposes and Audiences in a Variety of Forms/Modes <ul style="list-style-type: none"> <li>• written and oral texts</li> <li>• multi-media communications</li> <li>• communication through technology</li> <li>• writing to learn</li> <li>• writing to demonstrate learning</li> <li>• writing for authentic purposes and audiences in realistic forms/modes</li> </ul> </li> <li>3. Purposes, features, techniques, criteria relevant to different texts: <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> <li>• Literary</li> </ul> </li> <li>4. Writing Processes (planning, drafting, sharing, revising, editing, publishing, reflecting)</li> <li>5. Skills for Using Technology to Communicate <ul style="list-style-type: none"> <li>• Choosing Appropriate Technology</li> <li>• Skills in Using or Accessing Technology</li> </ul> </li> <li>6. Essential Criteria for Effective Communication <ul style="list-style-type: none"> <li>• Characteristics of Different Forms/Modes of Communication</li> <li>• Strategies and Techniques for Introductions</li> <li>• Strategies and Techniques for Conclusions</li> <li>• Methods of Development, Support</li> <li>• Idea Development</li> <li>• Audience Awareness</li> <li>• Organization; Transitions</li> <li>• Effective Sentences</li> <li>• Word Choice</li> <li>• Tone and Voice</li> <li>• Correct Language</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Techniques, Criteria, Skills for Oral/ Multi-media Communication <ul style="list-style-type: none"> <li>• Preparation for Discussion</li> <li>• Adherence to agreed-upon rules</li> <li>• Careful Listening</li> <li>• Reference to and evaluation of others' ideas, evidence, and rhetoric</li> <li>• Presenting information, findings, evidence so that listeners can follow the line of reasoning</li> <li>• Use of visuals and diverse media</li> <li>• Organization, development, and style appropriate to the task, purpose, audience</li> <li>• Audible speech</li> <li>• Clear pronunciation</li> <li>• Eye contact with audience</li> <li>• Organized, well-paced delivery</li> <li>• Effective pauses and gestures</li> <li>• Intonation, volume for emphasis, effect</li> <li>• Adapting speech to context, purpose</li> <li>• Useful repetition</li> <li>• Use of personal experience, examples, stories</li> </ul> </li> <li>8. Research Practices <ul style="list-style-type: none"> <li>• Raising important questions</li> <li>• Focusing research</li> <li>• Determining modes of research</li> <li>• Accessing and evaluating resources</li> <li>• Gathering information for a specific purpose</li> <li>• Collaborating with others and working independently</li> <li>• Organizing, synthesizing, summarizing, quoting, paraphrasing sources</li> <li>• Integrating sources to serve the student author's purpose</li> <li>• Using an appropriate method of citing sources</li> <li>• Drawing on research to communicate learning and ideas</li> </ul> </li> <li>9. A Variety of Grade-level Language Resources</li> <li>10. Language and Vocabulary (See separate standards.)</li> </ol>
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## **Writing Standards, Grade 5:**

### **Text Types and Purposes: Argumentative, Informative/Explanatory, and Narrative Texts.**

Note:

- ✓ During the academic year, students at all grades and across the curriculum will have multiple opportunities to develop communication skills. Addressing Kentucky Core Academic Standards, students will produce argumentative, informative/explanatory, and narrative texts in a variety of forms/modes. At least one text will be based on research; at least one text will be developed through use of technology; at least one text will be developed through a full writing process; and at least one text will relate to students' study in content areas. The same text may meet more than one of these expectations.
- ✓ In this curriculum, a "text" may be an oral or written communication, a multi-media communication, or a communication through technology.
- ✓ In developing literacy skills and in their communications, students will engage in thinking and problem-solving.
- ✓ From the variety of texts produced in the academic term, students will choose samples to include in their individual writing/communication folder.
- ✓ At each grade level, students will produce work relevant to the On-demand Writing Test and the Constructed-response Tests for reading and content areas.

Students will

W.5.1: Produce argumentative texts/opinion pieces to persuade an authentic audience to accept a position/opinion or to convince an audience to take a needed action.

- a. Address a provided prompt, or determine a purpose, audience, form/mode for an argumentative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction, establishing a topic or issue, clarifying a context/situation for writing, indicating a purpose, position, or claim, and making appropriate connections with the audience.
- d. Provide logically ordered reasons, facts, details, examples, quotes, or stories to support the opinion and persuade the audience. Apply persuasive techniques (e.g., reasoning from evidence/information, providing reliable testimony, recounting compelling personal experiences, etc.).
- e. As appropriate for the task, conduct research and draw on sources in developing an argumentative text; draw on reading, listening, and observing to develop an argumentative text.
- f. As appropriate for the task, use visuals and media to accomplish the purpose and be effective with the audience.
- g. As appropriate for the task, communicate through grade-appropriate use of technology.
- h. Group ideas and supporting details in a logical order, using paragraphing and appropriate transitions (words, phrases, clauses, questions, headings, format features, etc.).
- i. Provide thorough and clear explanations to convey thinking/reasoning, support the opinion, and communicate effectively with an audience.
- j. Reveal audience awareness, e.g., by referring to the audience, addressing logical questions, alternate claims and views, and by providing needed/persuasive information and explanations.
- k. Use an appropriate and persuasive tone or voice.
- l. Apply characteristics of the selected form or mode (e.g., letter, article, speech, editorial, multi-media presentation).



- m. Provide an effective conclusion or section, emphasizing the purpose and making effective connections with the audience.
- n. Use precise and persuasive word choice.
- o. Construct correct and varied sentences, applying knowledge of grade-appropriate Language standards.
- p. For oral texts, use effective, grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, refer to the audience and clarify to help the audience.
- q. Address language standards for grade 5.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly, helping an authentic audience understand something better or accomplish a goal.

- a. Address a provided prompt, or determine a purpose, audience, form/mode for an informational/explanatory text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction, introducing the topic and purpose, establishing the need for writing, providing needed background, and making appropriate connections with the audience.
- d. Present specific, relevant information and clear, thorough explanations to accomplish the purpose, convey thinking, and be effective with readers.
- e. Develop/support ideas with relevant, specific facts, details, quotes, stories/narratives, examples, definitions, personal experience, visuals, media, and technology.
- f. As appropriate for the task, conduct research and draw on sources to accomplish the purposes in informative texts; draw on reading, listening, and observing to develop an informative text.
- g. As appropriate for the task, use visuals or media to accomplish the purpose and be effective with the audience.
- h. As appropriate for the task, communicate through grade-appropriate use of technology.
- i. Group information/support logically, using paragraphing and appropriate transitions (words, phrases, clauses, questions, headings, and linking words, e.g., *in contrast*, *especially*).
- j. As appropriate for the task, use format features to enhance communication, e.g., underlining, using bullets and different type sizes, etc.
- k. Reveal audience awareness, e.g., by referring to the audience, addressing logical questions, providing needed detail and explanation, and elaborating to clarify ideas.
- l. Use an appropriate tone or voice.
- m. Apply characteristics of the selected form/mode (e.g., letter, article, report, presentation, speech).
- n. Provide an effective conclusion, emphasizing the purpose and main idea and making connections with the audience.
- o. Use precise language and domain-specific vocabulary to inform or explain.
- p. Construct correct and varied sentences, applying knowledge of grade-appropriate Language standards.

- q. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, refer to the audience, and clarify to help the audience.
- r. Address language standards for grade 5.

W.5.3: Write narratives to develop real or imagined experiences or events in order to reflect, inform (e.g., processes, events), persuade, or entertain/create literary expression.

- a. Address a provided prompt, or determine a purpose, audience, form/mode for a narrative text.
- b. Create an effective organizational structure: introduction, body, conclusion.
- c. Form an effective introduction: e.g., by orienting the reader, establishing a situation, purpose, or reason for writing, focusing on the experience or events, introducing a narrator or characters, making connections with the audience.
- d. Develop the narrative through specific, sensory, concrete details, a sequence of events or processes, description, dialogue, reflections, comparisons, effective word choice, visuals, media, and other narrative techniques.
- e. As appropriate for the task, use literary techniques.
- f. As appropriate for the task, conduct research and draw on sources to accomplish the purposes of the narrative text; draw on reading, listening, or observing to develop a narrative text.
- g. As appropriate for the task, use visuals and media to accomplish the purpose and be effective with the audience.
- h. As appropriate for the task, communicate through grade-appropriate technology.
- i. Arrange the narrative in a logical, effective order/sequence, using effective paragraphing and a variety of effective transitions (especially, time signals).
- j. Provide explanations/reflections to accomplish the purpose, convey thinking, and communicate clearly and effectively with the audience.
- k. Reveal audience awareness by providing needed detail and explanation and elaborating to help the reader.
- l. Convey an appropriate and interesting voice.
- m. Apply characteristics of the selected form (e.g., short story, personal narrative, report, article, speech, presentation, etc.).
- n. Provide an effective conclusion/closure that follows from the narrated experiences or events, draws attention to the main purpose or ideas, and makes connections with the audience.
- o. Use precise and effective vocabulary.
- p. Construct correct and varied sentences, applying knowledge of grade-appropriate Language standards.
- q. For oral texts, use grade-appropriate speaking skills: e.g., speak audibly and clearly, speak at an effective pace, make eye contact, refer to the audience, and clarify to help the audience.
- r. Address language standards for grade 5.

W.5.4 (Local Standard): Write to learn and to demonstrate learning:

- a. Use writing to understand class content, address issues and problems, organize thoughts and information, develop as a thinker, prepare for state assessment (e.g., through a brainstormed list, time line, web, chart, KWL, problem-solving task, or other writing-to-learn practice).
- b. Construct responses orally, in writing, and through visuals to grade-appropriate prompts based on a variety of reading materials and texts that are heard or observed. Similarly, construct responses to prompts based on class content.
- c. Engage in exercises to develop grade-appropriate writing, reading, and language skills.
- d. Complete grade-appropriate exercises used to help students learn and to assess progress in learning, including constructed responses and writing like that called for in the state's On-demand Writing Test.

## **Production and Distribution of Writing**

Students will

W.5.4: Understand and apply criteria for effective communication. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This standard is addressed also in sections above devoted to different text types.

- a. Participate in lessons that focus on criteria for effective communication.
- b. Discuss and plan writing tasks in terms of criteria for effective communication, e.g., purpose, ideas, support, needs of the audience, strategies for development, uses of visuals and media, methods of organization, language appropriate for the task, etc.
- c. Apply criteria for effective communication in developing their own work and in responding to the work of others. Included will be criteria relevant to the On-demand Writing Test and Constructed-response Tests.
- d. With others, analyze and discuss samples in terms of criteria for effective communication.
- e. Self-assess growth in communicating effectively, including periodically reviewing samples in the student's communication folder.

W.5.5: Participate in writing processes. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- a. Produce some texts through a full writing process.
- b. Participate in lessons that focus on writing processes.
- c. Independently and with others, plan a communication task (e.g., by brainstorming, mapping, outlining, using an organizer, collaborating with the teacher and peers, etc.).
- d. Read, listen to, and discuss a variety of samples and models, especially work like that students will produce.
- e. Talk with others about work in progress, sharing work, raising questions, and offering suggestions/feedback.
- f. Revise text to serve purpose and audience: adding, deleting, rearranging, or trying a new approach.

- g. Use class lessons, feedback, and provided tools/resources to revise and develop texts: checklists, rubrics, samples/models, etc.
- h. Apply skills to edit own and others' work. See grade-level standards for Language.
- i. Reflect on/self-assess work.
- j. Use information from formative and summative assessments to improve communication skills.
- k. Share some work publicly.
- l. Collaborate/communicate with peers and adults in producing and discussing writing.

W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.

- a. Produce some texts through use of technology.
- b. Participate in lessons that focus on technology and use of technology to communicate.
- c. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- d. Use media to communicate or enhance communication (visuals, audio).
- e. Respond to own work and work of others through technology.
- f. Use Internet and other technology to gather information for use in communicating.
- g. Communicate and collaborate with others through technology.

## **Research to Build and Present Knowledge**

Students will

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of a topic. Sources include print and digital reading material, the Internet, talking with others, observing, etc.

- a. With the teacher and peers or independently, determine a purpose for conducting research.
- b. Conduct research and produce texts based on research.
- c. Participate in lessons on research.
- d. With guidance and independently, raise questions to guide research.
- e. Discuss and evaluate possible resources to determine which are appropriate.
- f. Discuss and evaluate possible methods of research.
- g. Use a logical form of research to gather information (e.g., reading, observing, talking, surveying, conducting an experiment, beginning to use computer resources and other technology).
- h. Access more than one resource, including available computer resources.
- i. Evaluate information gained from research to determine what is relevant and needed for the writer's purpose.
- j. Record and organize information logically to address the research question. Summarize or paraphrase information in notes and finished work.
- k. Select from sources information and ideas to use in communicating with others for specific purposes.

- l. Cooperate and communicate with others in conducting the research, sharing information and ideas.
- m. Use a logical method of citing sources, including quotations, paraphrases, and source lists.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources.

W.5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature.
- b. Apply grade 5 Reading standards to informational text.
- c. Respond orally and in writing to reading and use reading in communications.

### **Range of Writing**

Students will

W.5.10: Routinely, write a variety of texts for a range of purposes and audiences, including discipline-specific texts and texts done over extended time frames (time for research, reflection, and revision) and in shorter time frames (a single sitting or a day or two).

- a. Write routinely over the academic year.
- b. Produce a variety of texts, some multiple-draft texts done over time and some single-draft texts done in a shorter time frame, including a single sitting.
- c. Develop communications relevant to content learning/discipline.
- d. Engage in communicating for a range of purposes and audiences, including writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences.
- e. Complete constructed responses for reading, writing, and content areas.
- f. Complete classroom work relevant to the On-demand Writing Test.

### **Speaking and Listening Standards, Grade 5:**

Note: Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards.

### **Comprehension and Collaboration**

Students will

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas effectively and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussion and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats (visual, oral, quantitative).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

Students will

SL.5.4: Report on a topic, text, process, or experience, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards.)

### **Language Standards, Grade 5:**

Note:

- ✓ Though standards for different literacy strands are presented separately here, they may be integrated. For example, a single rich task may lead students to address different literacy strands and standards. Language standards well may be addressed in tasks engaging students in reading, speaking, and writing.
- ✓ Implied in the standards and in this curriculum is that students not only will learn language standards, they will apply them in communicating with others.
- ✓ Criteria for effective communication in various text types and modes will include criteria relevant to Language standards.

### **Conventions of Standard English**

Students will

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences. Apply knowledge of conjunctions, prepositions, and interjections in communicating with others.
- b. Form and use the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*).
- c. Use verb tenses to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense. Edit own communications for inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (not just through exercises).

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

Students will

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

Students will

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context. As appropriate for the task, use figurative language in communicating.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).



## **Appendix**

**This section provides a variety of instructional resources.**

## Developing a School-wide Writing/Communication Program

### Examples of Methods of Providing Feedback and Assessing Students' Work

Feedback	Assessment
<p><b>Forms of Direct Feedback</b></p> <ul style="list-style-type: none"> <li>• Written Notes to Student (and Parents/Guardians)</li> <li>• Appropriate Written Comments on Students' Writing</li> <li>• Student-teacher Conference</li> <li>• "Quick Talks" to Students During Writing Workshop</li> <li>• Teacher Whole-class Response to Samples of Writing</li> <li>• Student-to-student Response to Writing, Including Oral and Written Response from Writing Partner or Writing Group</li> <li>• Electronic Notes from Teacher or Students to Student Writers</li> <li>• Electronic Responses from Classmates</li> <li>• Author's Chair and Celebration Circles with Response from the Teacher and Classmates</li> <li>• Read-alouds with Follow-up Discussion</li> <li>• Student's Reflective Notes—Response to Own Writing</li> <li>• Student/Teacher Goal-setting Chart with Notes</li> <li>• Use of Scoring Guide or Rubric</li> <li>• Portfolio Review/Analysis</li> <li>• Response from Appropriate "Outsiders" (Student, Parent, Writer)</li> </ul> <p><b>Forms of Indirect Feedback</b></p> <ul style="list-style-type: none"> <li>• Reading of Samples to Focus on Specific Skills Relevant to Students' Work</li> <li>• Modeling that Focuses on Matters Relevant to Students' Work; Students Apply the Lesson in Developing Their Work</li> <li>• Use of Samples of Work at Different Levels of Accomplishment</li> <li>• Use of Annotated Samples; Students Apply Lessons from Annotations in Developing Their Own Work</li> <li>• Lessons that Focus on Specific Matters Relevant to Students' Work; Students Apply the Lessons in Developing Their Work</li> <li>• Classroom or School Displays of Writing Revealing Good Work</li> <li>• Instructional Handouts to Help in Revision and Editing; Students Apply Ideas and Techniques and Teacher Checks</li> <li>• Checklists to Guide Students in Writing/Communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student Assessment Conference</li> <li>• Teacher's Observational Notes, Records of Progress</li> <li>• Student Self-assessment Notes and Checklists</li> <li>• Rubric (which might address process <u>and</u> product)</li> <li>• Scores Based on State's Analytic <i>Writing Scoring Rubric</i>, Perhaps Adapted to Students' Developmental Level</li> <li>• Placement of Students' Work in Comparison with State Anchors</li> <li>• Scores Based on a General Scoring Guide (like the one used in preparing rubrics for the open-response/constructed response items)</li> <li>• Scores Based on School/Grade Level Scoring Tools</li> <li>• Grades on Work Based on Established Criteria</li> <li>• Periodic Profiles of Students' Growth/Development</li> <li>• Checklist Identifying Strengths and Weaknesses</li> <li>• Evaluation Form with Criteria for Writing Task and Evaluation Scale</li> <li>• Teacher's Periodic Review/Analysis of Students' Portfolio</li> <li>• Student-teacher Portfolio Review/Analysis</li> <li>• School- or Grade-level Scoring of Students' Work</li> <li>• School or Grade-level Writing Checks (for example, assessment of writings like those called for in the On-demand Writing Test)</li> <li>• State Assessment Results</li> </ul>

## Writing/Communication in the Primary Grades: Examples of Work in Three Text Types

We remember that beginning writers develop over time through teacher modeling of writing, through reading, and through students' own scribbling, drawing, letter and word formations, temporary spelling, and gradually sentences and paragraphs. Teachers often use dictation, transcribe, and underwrite for beginning writers; teachers and students write interactively; and student writers also independently create their own communications using what they have learned. Following state regulation (Senate Bill 1), schools should help students develop communication skills. This means that teachers should define "communication" to include writing, presentations, speeches, exhibits, uses of media and technology, etc. Students can communicate in a variety of modes and forms. Also, by new Kentucky standards, students at all levels must produce narratives, informative/explanatory texts, and argumentative texts. These texts may be oral, written, multi-media, or communications through technology. They may be done as writing to learn, writing/communication to demonstrate learning, and communication for authentic purposes and audiences. The goal is to help students develop the skills necessary to communicate effectively in their lives. Work toward that goal should begin in primary grades (if not sooner).

Narrative Texts:	Informative/Explanatory Texts:	Argumentative Texts:
<p>These texts are structured on time and may inform, persuade, or entertain.</p> <ul style="list-style-type: none"> <li>• Draw-writes of events, procedures</li> <li>• Author's chair presentations</li> <li>• Picture books telling a story (informative and literary)</li> <li>• Oral and multi-media exhibits/presentations of events</li> <li>• Show-and-tells of activities</li> <li>• News accounts of events</li> <li>• Announcements using narrative</li> <li>• Oral and written reports of processes, events, activities</li> <li>• Oral recording of an event (oral history)</li> <li>• Video news cast reports of events</li> <li>• E-mails using narrative</li> <li>• Posters of procedures</li> <li>• Constructed responses using narrative</li> <li>• Letters and articles using narrative to inform and persuade, etc.</li> </ul>	<p>These texts provide information <u>and</u> ideas to help readers/audiences understand something.</p> <ul style="list-style-type: none"> <li>• All-about books</li> <li>• Draw-writes to inform</li> <li>• Picture books to inform</li> <li>• Oral and multi-media presentations and exhibits</li> <li>• Show-tells to inform</li> <li>• Research reports</li> <li>• Signs</li> <li>• Directions and procedures</li> <li>• Warnings</li> <li>• News casts</li> <li>• Reading circle presentation</li> <li>• Informative exhibits (using technology)</li> <li>• Photo articles</li> <li>• Intercom announcements</li> <li>• Speeches to class</li> <li>• E-mails to inform</li> <li>• Constructed responses to inform</li> <li>• Writing-to-learn work (T-charts, diagrams, graphs, reading responses, etc.)</li> <li>• Letters and articles to inform</li> </ul>	<p>These texts seek to convince a reader or audience to take action or to accept the writer's opinion.</p> <ul style="list-style-type: none"> <li>• Draw-writes to persuade</li> <li>• Posters and signs to persuade</li> <li>• Author's chair reading with talk to convey an opinion</li> <li>• Multi-media presentations to persuade</li> <li>• Research reports defending an opinion</li> <li>• Warning Posters or Signs</li> <li>• News casts</li> <li>• Reading reviews</li> <li>• Speeches to class or other audiences</li> <li>• Photo article to persuade</li> <li>• Oral or written proposal or request</li> <li>• Constructed response to defend an opinion</li> <li>• Pro-con writings to learn (e.g., a chart or list, a reading response, etc.)</li> <li>• Letters and articles to persuade</li> </ul>

## Examples of Writing to Learn

**Note:** Writing to learn may be done independently, interactively, collaboratively. It includes a wide variety of practices aimed at helping students “write” to learn, develop as a thinker, acquire and apply skills, organize information and thoughts, etc. Usually, WTL is an informal, single-draft work. Usually, WTL reveals some degree of student ownership and thinking; it is not usually a mere transcription of what the teacher has said or written.

Following are examples.

1. Drawings to represent understanding of a subject or response to reading materials. (Gradually, students label, use beginning spelling, etc.)
2. KWL Chart
3. Discovery Chart (What I noticed, Why It’s Important)
4. Then and Now Entries (What I used to think and what I now understand)
5. Diagrams, with Annotations
6. Explanations of Procedures
7. Problem-solving Entries
8. Reflections on What and How I Learned
9. Question Raising Entries; Speculations on Answers; Pre/Post Questions and Answers
10. Webs and Other Graphic Organizers
11. Entries Connecting Learning with Students’ Lives
12. Written Responses to Reading
13. Imagined Dialogues
14. Poems; Comparisons
15. Reaction to an Activity
16. Drawings with Annotations for Angles, Geometric Shapes, etc.
17. Single-draft Essay Defining a Term, Defending a Position
18. Imaginary or Actual Letter
19. Response to a Quote
20. Map with Annotations
21. Data Bank (for example, of seasonal concepts)
22. Annotations of Photographs
23. Technical Drawings (for example, of the ear)
24. Personal Glossary (for example, of weather terms)
25. Entries about Science Exhibits, Films, Demonstrations, etc.
26. Annotated Time Lines
27. Record of Observations on a Field Trip or Outdoor Walk
28. REACT Entries: Record what you learned; Evaluate to tell what you liked or what caused problems; Ask; Connect; Transform (Draw or write something to help yourself understand or remember something studied)
29. Entries that Explain from a Different Point of View
30. Reflections on Learning with a Plan or Self-help List (for example, strategies to help me comprehend what I read)
31. Drawing with Annotation of a Scene in a Story or Play
32. Plans
33. Entries Devoted to Math Problem Solving (for example, addressing these questions: What was the problem? What did you try? How did it work?)
34. Personal Definitions of Important Terms—with Examples
35. Annotated Drawings of Science Equipment
36. Responses to a Current Event Relevant to Students’ Study
37. Drawing Depicting a Relationship or Cause-Effect Pattern
38. Entry Describing and Evaluating a Resource
39. Imagined Diary Entries of People in History

40. Prediction Entries
41. Informal Writings to Develop/Practice Specific Writing Skills and Techniques
42. Constructed Responses Done to Help Students Learn, not Just to Assess Them

Whitaker

## Developing a School Writing/Communications Program: Addressing Kentucky Core Standards in Speaking and Listening

### ANCHOR STANDARDS (K – 12):

#### Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Examples of Work in Classroom to Develop Skills in Speaking and Listening

- Writing to learn to respond to a speaker or a recording/media production; sharing and discussing the writing to learn
- Writing to learn to organize information presented orally or through media and writing to learn to evaluate information presented in diverse media and formats; sharing and discussing writings to learn
- Writing to learn to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric and sharing/discussing the writing to learn
- "Talking to learn": oral response to a prompt, reading, presentation, media viewing, recording, etc.
- Skit
- "Talking to learn" to demonstrate adaptation of speech
- Question-answer sessions following a lesson, media viewing, reading, etc.
- Visuals to accompany oral presentations, proposals, and exhibits or communications by technology
- Presentations to class to inform, persuade, or use narrative to inform and persuade
- Multi-media presentations to inform, persuade, or use narrative
- Oral proposals, including visuals, data, etc. and including supporting displays through digital media
- Presentations to inform others of a needed procedure or process
- Oral story telling (tale tales, fables, myths, legends, etc.) with response from audience
- Oral readings of literary work, with response from audience
- Oral recording to be played to class; audio recordings to inform/explain
- Oral summaries and paraphrases (of oral and written material) done in class and through technology, including visuals and digital displays
- Oral summaries of research findings; q/a following summary
- Oral reports with q/a and oral responses from audience
- Oral interviews
- Oral reviews of content to help classmates, including visuals
- Oral introductions of speakers, presenters, visitors, etc.
- Speeches and debates

- Show and tell sessions, including displays through a document camera
- Author’s chair, including oral introduction, reading, and discussion with the author/audience
- Group work involving collaboration and discussion

Whitaker

## Developing a School Writing/Communications Program: Addressing Kentucky Core Standards in Writing

### ANCHOR STANDARDS (K – 12):

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured even sequences. [Narrative texts are organized through a time sequence and may be used to accomplish a variety of purposes, e.g., entertain, reflect on experience, create literary expressions, inform/explain, or argue.]

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [Work relevant to writing/communication criteria and techniques.]
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [Work relevant to writing processes.]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Examples

Narrative:	Informative/Explanatory:	Argumentative:
Narrative for Writing to Learn	Writing to Learn to Explain/Inform	Writing to Learn to Persuade, Argue a Position
Narrative in Writing to Demonstrate Learning, e.g., letter, article, speech, editorial, essay	Informative/Explanatory Writing to Demonstrate Learning, e.g., letter, article, speech, editorial, essay, report, exhibit, presentation, test response	Argumentative/persuasive Writing to Demonstrate Learning, e.g., speech, letter, editorial, article, essay, speech
Historical Report	Multi-modal Presentation	Debate
Multi-media Presentation using Narrative	Picture Book, Draw Write to Inform	Proposal
Narrative of a Technical Process	All-about Book	Blog Entry, Posting
	Oral/written Report (Authentic)	Opinion Article, Essay
	News Report, Magazine Article	Academic Essay to Argue a
	Class/school Journal Article	

<b>Personal Narrative</b>	<b>Videotape to Inform</b>	<b>Position, Opinion, Thesis</b>
<b>Memoir</b>	<b>Photo-essay</b>	<b>Persuasive Presentation, Exhibit</b>
<b>Short Story</b>	<b>Instructional Materials</b>	<b>Oral/written Review of Book,</b>
<b>Narrative Poem</b>	<b>Power Point</b>	<b>Performance, Product</b>
<b>Narrative Play, Skit</b>	<b>How-to Article, Essay, Speech</b>	<b>Persuasive Multi-modal</b>
<b>Videotape with Narrative</b>	<b>Written/oral Response to Reading</b>	<b>Presentation</b>
<b>Commentary</b>	<b>Booklet, Manual, Directions</b>	<b>Persuasive/Informative Speech</b>

# Kentucky Writing Scoring Rubric

0	1	2	3	4
<b>CONTENT</b>				
<b>Purpose and Audience; Idea Development and Support</b>				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks purpose</li> <li><input type="checkbox"/> Lacks awareness of audience</li> <li><input type="checkbox"/> Lacks idea development; may provide random details</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish a general purpose; lacks focus</li> <li><input type="checkbox"/> Indicates limited awareness of audience's needs</li> <li><input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus</li> <li><input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone</li> <li><input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout</li> <li><input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone</li> <li><input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout</li> <li><input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone</li> <li><input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre</li> </ul>
0	1	2	3	4
<b>STRUCTURE</b>				
<b>Organization: unity and coherence; Sentences: structure and length</b>				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates random organization</li> <li><input type="checkbox"/> Lacks transitional elements</li> <li><input type="checkbox"/> Demonstrates incorrect sentence structure throughout</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ineffective or weak organization</li> <li><input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements</li> <li><input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical organization with lapses in coherence</li> <li><input type="checkbox"/> Demonstrates some effective transitional elements</li> <li><input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical, coherent organization</li> <li><input type="checkbox"/> Demonstrates logical, effective transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control and variety in sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose</li> <li><input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning</li> </ul>
0	1	2	3	4
<b>CONVENTIONS</b>				
<b>Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation</b>				
	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates lack of control in grammar and usage</li> <li><input type="checkbox"/> Demonstrates incorrect or ineffective word choice</li> <li><input type="checkbox"/> Demonstrates lack of control in correctness</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication</li> <li><input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice</li> <li><input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity</li> <li><input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose</li> <li><input type="checkbox"/> Demonstrates control of correctness relative to length and complexity</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning</li> <li><input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</li> <li><input type="checkbox"/> Demonstrates control of correctness to enhance communication</li> </ul>



# Scoring Criteria for On-Demand Writing

*These criteria will be used to score your work.*

## **Purpose/ Audience**

The degree to which the writer maintains a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

## **Idea Development/ Support**

The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

## **Organization**

The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

## **Sentences**

The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

## **Language**

The degree to which the writer demonstrates:

- word choice
  - ✓ strong verbs and nouns
  - ✓ concrete and/or sensory details
  - ✓ language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

## **Correctness**

The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization
- correct documentation of sources

*The following is the general guide that will be used to grade your answers to open-response questions.*

## Kentucky General Scoring Guide

### Score Point 4

- You follow all directions.
- You answer all parts of the question correctly.
- You show or explain all of your work when answering the question.
- Your answer shows that you completely understand what you are writing about and what the question is asking you to do.

### Score Point 3

- You follow the directions.
- You answer most parts of the question correctly.
- You show or explain most of your work when answering the question.
- Your answer shows that you mostly understand what you are writing about and what the question is asking you to do, but you have made a few little mistakes or your answer is not quite complete.

### Score Point 2

- You follow some of the directions.
- You answer some parts of the question correctly.
- You show or explain some of your work when answering the question.
- Your answer shows that you understand some of what the question is asking you to do, but you have forgotten some important information or have made some important mistakes.

### Score Point 1

- You follow only a few of the directions.
- You only answer a small part of the question correctly.
- Your answer shows that you mostly do not understand what the question is asking you to do.

### Score Point 0

- Your answer is completely wrong or has nothing to do with the question.

### Blank

- You did not give any answer at all.