

Kindergarten-Second Grade

Overview

Student Characteristics

Children come to school from diverse literacy backgrounds. Some have been read to frequently and possess a wealth of experience with language, while others have had limited opportunities and may be less capable language users. Five-, six-, and seven-year-olds are developing a sense of themselves, growing in motor coordination, and expanding their social skills. They need many opportunities to make connections with real-world materials, concepts, and experiences. Children in this age range are naturally creative, imaginative, and inquisitive and should be immersed in authentic and relevant language activities and instruction. By being actively engaged in diverse learning experiences, children become intrinsically motivated to read and expand their abilities as language users and communicators.

Instructional Environment

Kindergarten through second-grade students are naturally lovers of language and its rhythms and sounds. They learn best in a print-rich and supportive environment that encourages individual risk-taking. Instruction is student-centered and supported by ongoing assessment of student needs. An effective instructional program consists of phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction that continues from kindergarten through second grade with an emphasis on comprehension. This program also includes the use of a wide variety of narrative and informational texts. Abundant experiences with quality literature provide students the essential interaction they need for language development. Listening activities are varied and include following oral directions, responding to literature read aloud, and interpreting information. Many opportunities are given for students to recite poems or songs and retell stories in a logical order. Young children also need frequent opportunities to express themselves in writing. These early writing experiences address a variety of purposes and audiences. As students become more aware of the world around them, opportunities to read informational texts, write stories, and develop media presentations become an important component in the classroom.

The ideal instructional environment for the teaching of language arts is a balanced one. To achieve balance between process and skills instruction, teachers use a variety of strategies and methods and take into consideration the needs of all children.

Scope of Content

Development of language competencies is fostered through authentic activities across the English language arts strands. Students in kindergarten through second grade are reading and responding to quality literature, writing and creating visual images for a meaningful purpose, researching to extend knowledge on a variety of topics, and using grammar and word choice appropriate for a specific audience. By placing equal emphasis on both the receptive and expressive English language arts processes, students develop the ability to interpret the meaning of others as well as to express their own ideas.

Literature

Just as students' experiences with stories and books in the home have a great impact upon their early reading aptitude, students' interaction with literature in the impressionable years of Grades K-2 affects their reading growth and attitudes toward reading. Teachers include group instruction and self-selection for independent reading in a variety of genres and types of literature. These categories include nursery rhymes, poetry, fairy tales, adventure stories, folktales, tall tales, fables, picture books, and nonfiction.

Kindergarten

Dependent upon their previous experience with reading and writing, kindergarten students begin school with differing levels of language skills. Through introduction to various forms of narrative texts—nursery rhymes, poetry, big books, and wordless picture books—in an environment where inherent curiosity is encouraged, a kindergarten student is able to begin a lifelong love of reading that will continue outside the classroom.

In the kindergarten curriculum, students learn to string together letters to express their thoughts and utilize basic punctuation to enhance their expression. Through exposure to real-world experiences and resources, their inquisitive nature leads them to perform basic research and investigation utilizing print and nonprint sources. Communication skills are fostered as children are taught to listen for meaning, follow instructions, and take turns in conversation.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.
2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.
Examples: initial consonant sounds, final consonant sounds, medial short vowel sounds
3. Identify upper- and lower-case letters.
4. Use words that describe and represent real-life objects and actions.
Example: using words that describe location, size, color, and shape
 - Using a variety of emergent reading materials
Examples: picture books, predictable texts, decodable text, print in the environment
 - Learning new words through stories and explicit instruction
 - Recognizing kindergarten high-frequency words in print
Examples: Dolch word lists, basal reader word lists
5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.
 - Recalling information
Examples: characters, settings, details, main ideas, beginning and ending of story
 - Making predictions to determine main idea or anticipate an ending
 - Responding to stories, asking questions, discussing ideas, and relating events to daily life
 - Identifying correct sequence of events after listening to a story

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Literature

6. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories.
 - Naming characters and settings in books and stories
 - Identifying the author and title of a text
7. Recognize basic features of informational text.
Examples: pictures, photographs, captions, facts

Writing and Language

8. Use brainstorming, drawing, and discussion as elements of prewriting in the writing process.
Examples: graphic organizers, storyboards, peer group discussions
 - Drafting by stringing letters together to express thought
 - Revising group or modeled story
 - Using approximate spelling while editing
 - Publishing through reading or displaying work
 - Using basic punctuation
Examples: period, question mark, exclamation point
9. Print upper- and lower-case letters using proper formation, spacing, and letter-line placement.
 - Using correct hand position when holding writing instrument

Research and Inquiry

10. Use print and nonprint classroom, library, and real-world resources to acquire information.
Examples: nonfiction books, videos, personal interviews, Web-based sources, environmental print
 - Identifying parts of a book
 - Using simple charts, maps, and graphs to gain basic information

Oral and Visual Communication

11. Follow one- and two-part oral directions.
 - Responding to various types of literature read aloud
Examples: drawing a picture, composing a song, participating in a discussion
 - Looking at the speaker without interrupting
 - Listening for meaning in oral communication

12. Select appropriate voice level when interacting with others.

Examples: whispering in the library, cheering loudly in the gym

- Using appropriate grammar and word choice for a specific audience
- Reciting short poems, rhymes, songs, and stories with repeated patterns
- Demonstrating the ability to take turns in a conversation
- Making connections to stories read aloud

Examples: text-to-self, text-to-text, text-to-world

First Grade

The focus in first grade is to provide a foundation that fosters independence in reading, writing, listening, speaking, researching, and presenting skills. Students learn to recognize and use a variety of forms of texts and exhibit proper grammar usage in writing and speaking. A balance is important in maintaining the components of the writing process while encouraging the creative-thinking process for each student. Teacher-directed instruction and collaborative learning increase a first-grader's ability to collect information and gain meaning through reading and simple research.

Oral and visual communication skills serve as building blocks for the development of reading and writing as students recite poems, demonstrate the ability to take turns in a conversation, and listen to two- and three-part oral directions. Students develop an awareness of language as they practice these skills in a meaningful context.

Students' active involvement in their environment allows them to construct and understand the relationships among reading, writing, and speaking. Purposeful language experience provides daily opportunities for students to develop and gain insight into the use of the English language.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.
 - Blending phonemes to produce sounds
2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.
 - Blending sounds to form words
 - Identifying sound-spelling relationships of consonants and vowels
 - Segmenting printed words into phonemes
3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs.

Examples: categories—synonyms, antonyms, homonyms

 - Using new words from reading when writing and speaking
 - Recognizing words in the environment
 - Asking questions for clarification
 - Spelling correctly sight words and single-syllable, phonetically regular words

4. Read with comprehension a variety of first-grade narrative and informational reading materials, including recalling information and retelling a story with beginning, middle, and end.
 - Recognizing cues provided by print
 - Making predictions from text clues
 - Stating main ideas about a topic in informational text
 - Connecting events in a story to specific life experiences
 - Monitoring comprehension during reading
 - Drawing simple conclusions
5. Read with fluency simple passages containing simple sentences.
 - Reading 40-60 words per minute
 - Recognizing first-grade high-frequency words by sight
Examples: Dolch word lists, basal reader word lists
 - Attending to end punctuation in phrasing

Literature

6. Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry.
 - Identifying characters, settings, problems, and solutions in a variety of texts
 - Comparing story elements through text-to-text connections
7. Use basic features of informational text to distinguish fact from fiction.
Examples: captions, headings, table of contents

Writing and Language

8. Use complete sentences to address a topic or tell a story.
 - Using graphic organizers to outline content
 - Rereading to make revisions
 - Editing for spelling, punctuation, and capitalization
 - Publishing final draft
 - Using descriptive, narrative, and expository modes of writing
 - Writing simple poems addressing a topic
9. Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
 - Using question marks at the end of asking sentences
10. Use a word that names a person, place, thing, or animal as the subject of a sentence.
 - Using verbs to show action
 - Using adjectives to describe
 - Identifying singular and plural nouns
11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.

Research and Inquiry

12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic.
Examples: nonfiction books, videos, resource persons, interviews, Web-based sources, dictionaries
 - Generating oral and written questions to gather information
 - Using parts of a book to locate information
 - Using alphabetical order to the first letter to access information
 - Interpreting information from simple charts, maps, graphs, and directions

Oral and Visual Communication

13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.
 - Following two- and three-part oral directions
 - Making connections to literature read aloudExamples: text-to-text, text-to-self, text-to-world
14. Use appropriate intonation when speaking and interacting with others.
 - Using grammar and word choice appropriate for a specific audience
 - Reciting poems, rhymes, songs, and stories
 - Demonstrating the ability to take turns in a conversation
 - Expanding vocabulary reflective of a growing range of interests and knowledge
 - Using pictures, objects, music, and computer resources to present information
 - Using the writing process to prepare oral presentations

Second Grade

Students enter second grade with a natural love of language and books. They are prepared to apply knowledge and skills previously learned to become competent communicators and thinkers. Comprehension is the goal as these students use strategies to construct meaning from oral, written, and visual materials.

An effective classroom environment provides both a variety of language experiences and exposure to literature and other print materials. Availability of books, magazines, reference materials, and electronic media allows students opportunities to grow in content knowledge and in their practical use of language. Communication through reading, writing, speaking, and listening helps students develop the essential skills for understanding.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonological skills, including manipulating sounds and words of the English language and identifying syllables in two- and three-syllable words.
2. Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.
 - Correcting word-recognition errors
Examples: substituting, deleting, omitting
 - Reading phonetically regular and irregular two-syllable words
Examples: regular—table, mitten
irregular—baby, city
3. Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.
Examples: simple common antonyms—up – down, in – out, above – below
 - Responding to questions
 - Using semantic cues to achieve meaning
 - Recognizing words in the environment
 - Using new words from independent reading of stories and texts
 - Recognizing possessive forms
 - Using correct spelling, including spelling of sight words, spelling of unfamiliar words using phonetic strategies, and checking spelling with a dictionary
 - Identifying multiple-meaning words

2nd

4. Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.

Examples: functional materials—maps, simple tables, atlases, encyclopedias

- Relating events and ideas to specific life experiences
- Answering *what if*, *why*, and *how* questions
- Identifying characters

5. Read with fluency passages containing complex sentences.

Example: sentences with phrases and clauses

- Reading 90-100 words per minute
- Recognizing second-grade high-frequency words
- Examples: Dolch word lists, basal reader word lists
- Using punctuation to help phrase
- Making self-corrections
- Reading with expression

Literature

6. Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.

- Recognizing the author's purpose or intent in a variety of texts
- Inferring the main idea and supporting details in narrative texts
- Summarizing the plot and characters' actions and motivations in narrative texts
- Recognizing morals and lessons in narrative texts

7. Explain how authors use text features to identify key and supporting ideas in informational texts.

Examples: boldface, maps, charts, diagrams

Writing and Language

8. Organize sentences into a paragraph to address a topic or tell a story.

- Sorting information using graphic organizers
- Generating a topic sentence and a concluding sentence in a paragraph
- Drafting a written piece, including an introductory paragraph and a concluding paragraph
- Editing for spelling, punctuation, capitalization, and sentence variety
- Publishing final draft
- Using descriptive, narrative, and expository modes of writing
- Writing free verse poetry to express ideas

9. Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.
 - Using abbreviations, apostrophes in contractions, and apostrophes in possessives in writing
 - Using commas in writing
 - Examples: dates, friendly letter greetings, physical address, items in a series
 - Using exclamation points at the end of sentences to show emotion in writing
10. Use concrete nouns and action verbs in written communication.
 - Examples: concrete nouns—teacher, beach, desk, dog
 - action verbs—run, eat
 - Describing nouns using adjectives in writing
 - Substituting nouns with pronouns in writing
 - Using singular and plural nouns in writing
11. Write words and sentences legibly with proper spacing in manuscript.
 - Forming upper- and lower-case letters in cursive

Research and Inquiry

12. Utilize research skills to collect and record information on a specific topic.
 - Listing key concepts from texts
 - Locating boldface and italicized words to identify essential information
 - Using captions, illustrations, and photographs to extend meaning of written text
13. Locate information in reference material using alphabetical order.
 - Examples: dictionary, textbook, nonfiction book
 - Generating oral and written questions before, during, and after research
 - Using table of contents, glossary, and index to locate information
 - Reporting on a specific topic with facts and details

Oral and Visual Communication

14. Respond to various types of literature read aloud.
 - Focusing attention on a speaker without interrupting
 - Following multistep oral directions
 - Interpreting presented information

2nd

15. Select appropriate voice tone, gestures, and facial expression to enhance meaning.
 - Using active listening skills
Example: “Stop, Look, and Listen” technique
 - Retelling stories and events in logical order
 - Remaining on topic when speaking
 - Using visual aids, props, and technology in oral presentations
Examples: poster, puppet, slideshow
 - Using appropriate grammar and word choice in oral presentations and in conversations