

Language Arts Curriculum Map

	Pre-K & K	1st & 2nd Grade	3rd & 4th Grade	5th & 6th Grade	7th & 8th Grade
Writing					
<i>Standard 1: Uses the general skills and strategies of the writing process</i>					
	Knows that writing, including pictures, letters and words communicates meaning and information	Prewriting: Uses a variety of strategies to plan written work (ex. Brainstorming and visual mapping.)	Uses strategies to plan written work such as the use graphic organizers and templates as well as orientate for purpose and audience	Prewriting: Uses a variety of prewriting strategies to plan written work for example, graphic organizers, story map and brainstorming ideas	Prewriting: Uses a variety of prewriting strategies (examples: should be able to complete and utilize planning sheets, outlines)
	Uses drawings to express thoughts, feelings and ideas	Drafting and Revising: Uses a variety of strategies to draft and revise written work (ex. teacher/peer oral review and critique)	With guidance and support from adults and peers, develop and strengthen writing as needed through draft and revision of written work	Drafting and Revising: Uses a variety of strategies to draft and revise written work for example uses paragraphs to develop separate ideas, produces multiple drafts, selects proper punctuation for text	Drafting and Revising: Uses a variety of strategies to draft and revise written work (example: should be able to utilize proofreading checklist, reading aloud to listen for mistakes, peer editing)
	Uses forms of emergent writing to represent ideas	Editing and Publishing: Uses strategies to edit and publish written work (ex. Create individual student books with end-of-year culminating activity: Author's Day)	Uses strategies such as checklists and some adult guidance to edit written work to include editing for conventions.	Editing and Publishing: Uses strategies to edit and publish written work, for example grammar, punctuation, capitalization & spelling	Editing and Publishing: uses a variety of strategies to edit and publish written work
	Uses emergent writing skills to write for a variety of purposes	Uses writing and other methods to describe familiar persons, places, objects, or experiences	With some guidance, use technology to produce and publish writing and demonstrate sufficient command of keyboarding skills.	Uses strategies to write for a variety of purposes example, inform, entertain, explain, describe	Uses content, style, and structure appropriate for specific audiences and purposes (example: will understand and distinguish between expository and narrative audience through the use of appropriate voice.)
	Uses knowledge of letters to write by method of encoding or copying familiar words	Writes in a variety of forms and genres	Writes organized responses to literature using evidence from texts to support response	Writes expository compositions for example develops three facts with various details, introduction and conclusion paragraphs	Writes expository compositions (example: should be able to complete 5 paragraph essay)
	Uses writing tools and materials	Writes for different purposes	Writes Opinion pieces to support a point of view with clearly stated opinion, organizational structure, and supported by facts and details	Writes narrative accounts such as stories for example develops characters, setting, and plot	Writes narrative accounts, such as short stories (example: should be able to complete a 10-page short story)
			Writes informative and expository pieces to convey information -grouped in organized paragraphs and supported with details and facts.	Writes biographical compositions for example early life, middle years, later years and accomplishments of biographical person	Writes compositions about autobiographical incidents in the form of a personal narrative
			Writes narrative pieces to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences	Writes in response to literature for example, provides chapter summaries and supports details with text	Write biographical sketches
			Uses a variety of transitional words and phrases to manage the sequence of events		Writes in response to literature (example: should be able to respond to both literal and inferential questions, analyze story elements)

			Understands the structural elements of poems and uses strategies such as alliteration, personification, similes, and metaphors to create own poems		Writes persuasive compositions
			Uses strategies to write for a variety of purposes		
<i>Standard 2: Uses grammatical and mechanical conventions in written compositions</i>					
	Exposed to rudimentary rules of grammar	Uses phonetic knowledge to spell simple words (ex. Phonemic awareness of short and long vowels, consonant blends, and endings, digraphs, and contractions)	Demonstrates command of the conventions of standard English grammar when writing or speaking	Know and use appropriately the meaning, form and functions of nouns, verbs, pronouns, adjectives, adverbs, conjunctions interjections and prepositions	Properly utilizes all parts of speech and conventions of capitalization
	Uses phonetic knowledge to spell simple CVC words correctly	Introduces nouns, verbs, and adjectives to enhance written compositions	Spells sight words accurately and uses phonetic knowledge to spell unknown words	Fluent in capitalization in written compositions example, proper nouns, titles, names of towns, cities, streets, states	Understands and employs proper usage of sentence structure, punctuation, and spelling conventions
	Writes on lined paper with awareness of left to right, space between words, and the beginning rules of upper and lowercase letters	Uses conventions of spelling, capitalization, and punctuation in written compositions in order to write complete sentences.	Identifies and practices proper use of parts of speech	Uses conventions of punctuation in written compositions for example uses periods at end of sentences, initials, abbreviations, uses commas in dates and addresses, uses quotation marks for direct quotations, uses commas to set off words	Uses appropriate format in written compositions (Example: uses MLA essay format)
	Uses complete simple sentence that includes a subject and predicate		Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Uses conventions of spelling in written compositions for example uses a dictionary or other resource for correct spelling, uses initial consonant substitution to spell words, uses vowel combinations for correct spelling, uses contractions, compounds, roots, suffixes to spell words	Uses descriptive language that clarifies and enhances ideas
	Uses conventions of spelling in written compositions applying finger spelling to help encode each phoneme heard in one and two syllable words		Spells grade appropriate words correctly, consulting references as needed	Follows appropriate MLA essay format	Uses a variety of sentence structures to expand and embed ideas
	Exposed to rudimentary conventions of capitalizations in written composition		Uses correct capitalization in written compositions	Able to write a five sentence paragraph	Uses explicit transitional devices
	Exposed to rudimentary conventions of punctuations in written compositions		Uses commas and quotation marks to mark direct speech and quotations from a text	Uses transitional devices	
			Uses a comma before a coordinating conjunction in a compound sentence		
<i>Standard 3: Gathers and uses information for research purposes</i>					
		Researches topics of personal interest	Uses a variety of strategies to gather and record information for research topics.	Uses a variety of strategies to plan research	Uses a variety of resource materials to gather information for research topics.

		Uses a variety of sources to gather information	Uses a variety of sources to gather information	Uses strategies to gather and record information for research topics	Organizes information and ideas from multiple sources in systematic ways.
			Writes resource papers in expository essay format	Uses a variety of resource materials to gather information for research topics	Writes research papers. (Example: successfully completes 5+ page research paper)
				Experienced in writing a 2-3 page research paper	Uses appropriate methods to cite and document reference sources.
Reading					
<i>Standard 4: Uses the general skills and strategies of the reading process</i>					
	Knows that print and written symbols convey meaning and represent spoken language	Able to read familiar print and written directions in their environment	Knows and applies phonics and word analysis skills to decode words	Establishes a purpose for reading	Establishes and adjusts purposes for reading
	Understands the differences between letters, numbers and words and knows the significance of space between words	Predicts story events or outcomes	Uses knowledge of letter sound correspondence, syllabic patterns, and morphology to accurately read unfamiliar words	Uses a variety of context clues to decode unknown words	Uses word origins and derivations to understand word meaning
	Understands that illustrations and pictures convey meaning	Reinforces that books have titles, authors, and illustrators	Uses mental images to aid in comprehension of text	Uses word reference materials to determine the meaning, pronunciation and derivations of unknown words	Uses a variety of strategies to extend reading vocabulary
	Knows the proper way to handle books	Uses visual and verbal cues, to comprehend new words and stories	Uses a dictionary to determine word meaning	Understands level appropriate reading vocabulary	Uses specific strategies to clear up confusing parts of a text
	Knows all upper and lower case letters of the alphabet and their associated sounds	Continues to practice using mental imagery based on pictures and print to aid in comprehension of text	Can identify grade level sight words and vocabulary	Understands the author's purpose or point of view to persuade, inform and entertain	Understands specific devices an author uses to accomplish his or her purpose
	Knows that print appears in different forms (Ex. different type fonts)	Continues to practice meaning clues to aid in comprehension and make predictions about content	Reads with sufficient accuracy and fluency and expression to support comprehension	Through discussion can reflect on what has been learned after reading	Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts (Example: use reading journals, question packets, and final book projects)
	Knows familiar print in their environment (Ex. STOP and EXIT signs)	Uses basic elements of phonemic analysis to decode unknown words	Reads grade level text with purpose and understanding.	Knows parts of speech and their functions	
	Predicts story events or outcomes, using illustrations and prior knowledge as a guide	Uses basic elements of structural analysis to decode unknown words			
	Uses emergent reading skills to read a story	Uses a picture dictionary to determine word meaning			
	Knows that books have titles, authors and often illustrators	Understands Grade Level 1 & 2 appropriate sight words and vocabulary			
	Introduce the skill of creating mental images based on pictures and print to aid in comprehension of text	Introduce the use of self correction strategies			
	Uses meaning clues to aid in comprehension and make predictions about content	Reads aloud familiar stories, poems, and passages with fluency and expression			
	Uses basic elements of phonetic analysis to decode simple words	Knows all upper and lower case letters of the alphabet			

	Uses rudimentary dictionary skills to find words in a picture dictionary				
	Understands and reads age appropriate high frequency sight words (Linda-Mood Bell first 75 sight words)				
	Uses self-correction strategies				
<i>Standard 5: Uses skills and strategies to read a variety of literary texts</i>					
	Can retell the sequence of events that identify beginning, middle and end	Is able to retell the sequence of events	Reads and comprehends literature including stories, dramas, and poetry in the grade 4-5 text level with proficiency and with scaffolding as needed at the high end range.	Reads a variety of literary passages and texts for example fiction, non fiction, biographies, chapter books, historical fiction	Reads a variety of literary passages and texts (Example: Year #1 is American Literature, Year #2 is European Literature)
	Exposure to the differences of written text (Ex. poem, play or story)	Differentiates between a variety of written materials. (Ex. plays, poems, and stories)	Finds evidence to support explanations, ie. refers to details in the text when explaining what the text says literally and when making inferences.	Knows the structural elements of a variety of literary genres for example chapter, scene, verse	Knows the defining features and structural elements of a variety of literary genres
	Knows the difference between fact and fiction, real and make- believe	Knows the difference between fact and fiction	Use text evidence (character's thoughts, words or actions) to identify and explain characters, setting, or event in literature	Understands the elements of character development for example the difference between main character, minor character, characters point of view	Understands complex elements of plot development
	Beginning skills to make associations to stories to his/her own life and experiences	Continues to make associations between stories and students' own life	Compare and contrast literary works, themes and points of view	Understand the use of specific literary devices for example foreshadowing, flashback, suspense	Understands elements of character development
	Can identify the main idea or theme of a story, play or poem	Reads a variety of literary passages and texts	Can retell sequence of events and summarize	Understands point of view in a literary text for example first and third person	Understands the use of specific literary devices (Example: Imagery, Personification, Simile, Metaphor)
		Knows setting, main characters, main events, sequence, narrator, and problems in a story	Understands the author's purpose	Understands inferred and recurring themes in literary works for example bravery, loyalty, friendship, good v evil themes	Understands the use of language in literary works to convey mood, images, and meaning
		Knows the main idea or theme of a story, drama, or poem	Thinks deeply about the text and formulates ideas, opinions and personal responses to text	Makes connections between the motives of characters and people or events in their own life	Understands the effects of an author's style
			Can identify the main idea or them of a story, drama or poem		Understands point of view in a literary text (Example: differentiates between 1st, 2nd, or 3rd person account)
					Understands inferred and recurring themes in literary works (Example: can identify themes within a story)
					Makes connections between the lives of characters or the causes for complex events in texts and those in his or her own life
<i>Standard 6: Uses skills and strategies to read a variety of informational texts</i>					

	Exposed to a variety of informational texts	Reads a variety of informational texts (Ex. books, magazines, and internet)	Reads a variety of informational texts to include social studies and science in the grade 4-5 text level with proficiency and with scaffolding as needed at the high end range.	Uses text organizers to determine the main ideas and to locate information in a text	Reads a variety of informational texts
	Age appropriate understanding of the main idea and supporting details of expository information	Understands the main idea and supporting details of simple expository information	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text	Uses the various parts of a book to locate information for example index, table of contents, glossary, appendix, preface	Knows the defining structural characteristics
	Relates new information to prior knowledge and experience	Summarizes information found in texts (Ex. Includes written summaries)	Determine the main idea of text and explain how it is supported by details.	Summarizes and paraphrases information in texts for example arranges information in sequential order, conveys main ideas, details and underlying meaning. Uses own words or quoted material	Summarizes and paraphrases information in texts (Example: presents pertinent facts and personal opinion)
	Summarizes information shared from texts	Uses prior knowledge and experience to relate to text	Explain events, procedures, historical or scientific concepts and reflect to include why they are important.	Makes inferences based on explicit information in texts	Uses new information to adjust and extend personal knowledge base
			Integrates information from two texts on the same topic in order to write or speak about the subject	Uses prior knowledge and experience to understand and respond to new information	Draws conclusions and makes inferences based on explicit and implicit information in texts
			Interprets information from text features (charts, graphs, diagrams, time lines, etc) and explains how the information contributes to an understanding of the text		Differentiates between fact and opinion
			Determine the meaning of general academic and domain specific words in a text relevant to grade 4 subject area.		
Listening & Speaking					
<i>Standard: Uses listening and speaking strategies for different purposes</i>					
	Speaks clearly enough to be understood by unfamiliar adults				
	Uses appropriate levels of volume and inflection				
	Uses new vocabulary to describe feelings, thoughts, experiences and observations				
	Speaks expressively				
	Uses descriptive language				
	Tells stories based on personal experience or make-believe				
	Asks questions to obtain information				

	Answers simple questions in a reasonable time				
	Follows conversational rules when talking with peers or adults				
	Creates or acts out familiar stories, songs and plays in play activities				
	Retells a story with attention to the sequence of main events				
	Listens for a variety of purposes				
	Understands messages in conversations and responds appropriately				
	Follows one- and two- step directions				
	Understands basic conversational vocabulary				
	Discriminates among the sounds of spoken language				
	Knows rhyming sounds and simple rhymes				
	Knows that words are made up of sounds				
	Knows that words can sound alike but have different meanings				
	Knows that words are made up of syllables				
	Makes contributions in class and group discussions that are relevant				