

English Language Arts Grade K

Curriculum Writers - Cara Sanchez and Phyllis Murphy

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>GLE READING CLUSTERS</p> <ul style="list-style-type: none"> • Early Reading Strategies • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. • The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs. • Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade K</i> <p><u>Core Books</u></p> <ul style="list-style-type: none"> • Classroom libraries <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>Rhode Island PreK-12 Literacy Policy</i> • <i>Scott Foresman Resource Book</i> • <i>Guiding Reading, Fountas and Pinell</i> • <i>Infusing Critical Thinking Skills in the Content Area (graphic organizers)</i> • <i>Strategies that Work, Harvey, Goudais</i> • <i>(Reading Closet)</i> • <i>Reading and Writing in Kindergarten, Cunningham</i> • <i>Reading with Meaning, Miller</i> • <i>Junior Great Books</i> • <i>Reading Essentials, Routman</i> • <i>The Fluent Reader, Rainski</i> • <i>Words Their Way, Johnston, Inverniza, Bear</i> • <i>7 Keys to Comprehension</i> • <i>Mosaic of Thought</i> • <i>Snapshots</i> • <i>Read, Revisit, Retell, Hoyt</i> • <i>Exploring Informational Texts, Hoyt</i> • <i>Phonemic Awareness, Adams</i> • <i>Building Blocks,</i> 	<p><u>REQUIRED</u> COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to literary or informational text • Narrative <p><u>STANDARDIZED/FORMALIZED ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p><u>SUGGESTED</u> Anecdotal records</p> <p>Dolch word vocabulary development</p> <p>DRA</p> <p>Exhibits (student work/rubrics)</p> <p>Conferencing</p> <p>Literature responses - using words, graphic organizers, and/or visual images</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Performance/problem-based tasks</p> <p>Pre Assessments (Scott Foresman Unit Skills Test # 1-6)</p> <p>Portfolio - TBD</p> <p>Qualitative Reading Inventory (QRI-3)</p>

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics and criteria charts</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>READING/WRITING STRATEGIES The teacher</p> <p>Employs ELA best practice reading strategies</p> <ul style="list-style-type: none"> reading aloud think aloud shared reading guided reading self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> making connections questioning visualizing inferring determining importance synthesizing information self-monitoring or fix-up predicting <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Workshop</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.)</p>	<p>Cunningham</p> <ul style="list-style-type: none"> <i>Phonics Lessons</i>, Fountas and Pinell <p>Technology</p> <ul style="list-style-type: none"> computers, internet access, word processing Alpha Smarts books on tape SFreading.com Kidspiration™ Video streaming SF CDs Lexile.Com Proquest.com CD Rom Computer resource files <p>Materials</p> <ul style="list-style-type: none"> word walls clear expectations posters dictionaries thesauruses SF phonics chart <p>District developed resource</p> <ul style="list-style-type: none"> Public resource folder H drive <p>School library resources</p> <ul style="list-style-type: none"> Book closets professional videos library <p>Community</p> <ul style="list-style-type: none"> Extended Day Enrichment Storyteller PTO Reading Week - inter school activities Guest Readers/Writers Field Trips Town meetings BEF 	<p>(reading specialist)</p> <p>Readers' Theater/drama</p> <p>Retelling</p> <p>Rubrics</p> <ul style="list-style-type: none"> Reading comprehension Initial understanding, analysis, interpretation <p>Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text)</p> <p>Scott Foresman Placement Test</p> <p>Scott Foresman Unit Skills Test</p>

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READING 1.1a		<p>Students demonstrate phonemic awareness by....</p> <p>1.1.1a Blending and segmenting syllables and onset-rimes e.g. cup=cake, s-at (R-K-9.1)</p> <p>1.1.2a Blending and segmenting phonemes in one syllable words, eg, f-i-sh (D) (R-1-9.2)</p> <p>1.1.3a Isolating phonemes in single syllable words, e.g.</p> <ul style="list-style-type: none"> • "tell me the first sound in "mop" (R-K-9.3) • "tell me the middle sound in mop" (B) • "tell me the last sound in "mop," (B) (R-1-9.3) <p>1.1.4a Recognizing pairs of rhyming words (K-1-9.5) Producing rhyming words (B) (R-1-9.5)</p> <p>1.1.5a Counting syllables in 1 to 4-syllable words (D) (R-1-9.6)</p> <p>1.1.6a Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (B) (R-2-9.1)</p>	<p>Teacher may model and/or facilitate the following strategies:</p> <ul style="list-style-type: none"> • Interactive writing • Shared reading • Elkonian Boxes • Poetry, e.g. phonemic awareness, rhyming • Word work, e.g. magnetic letters, word families 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>Phonemic Awareness, Adams</i> • <i>First Hand Phonics, Fountas and Pinnell</i> • <i>Reading and Writing in Kindergarten, Cunningham</i> • <i>Words Their Way</i> • Reading Rods • <i>Phonemic Awareness, Adams</i> • Yopp-Singer 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
READING		<p>Students demonstrate understanding of concepts of print during shared or individual reading by....</p>	<p>Teacher may model and/or facilitate the following</p>	<p>Resources see pages 1-2</p>	<p>Assessments/evidence see pages 1-2</p>

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1.1b		1.1.1b Distinguishing between printed letters and words (R-K-10.1) 1.1.2b Following text with finger pointing (e.g. charts, simple books), demonstrating left-to-right and top-to bottom directionality (R-K-10.2) 1.1.3b Identifying the first and last parts of a word (beginning/end of the word) (R-K-10.3) 1.1.4b Identifying key parts of a book: front and back, print, illustrators R-K-10.4) 1.1.5b Identifying title, author, illustrator (D) (R-1-10.4) 1.1.6b Identifying basic punctuation marks and their usage e.g. question marks, periods, quotation marks (D) (R-1-10.5)	strategies: <ul style="list-style-type: none"> Shared reading Guided reading Read aloud Interactive writing 	<ul style="list-style-type: none"> Classroom libraries Scott Foresman <i>Phonemic Awareness, Adams</i> <i>First Hand Phonics, Fountas and Pinnell</i> <i>Reading and Writing in Kindergarten, Cunningham</i> <i>Words Their Way</i> <i>Reading Rods</i> 	REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> Narrative Response to literary or informational text STANDARDIZED/FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> Marie Clay Letter ID SF High Frequency words Running Record - Rigby Scott Foresman Phonemic awareness sub-test Print Knowledge Tests (to students below level A) SUGGESTED <ul style="list-style-type: none"> Anecdotal records Literature responses - using words, graphic organizers, and/or visual images Pint knowledge Test Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text Scott Foresman Unit Skills Test
READING 1.1.c. Reading Fluency and Accuracy (R-11)		Students read grade-level appropriate material at an instructional level with: 1.1.1.c ACCURACY: reading material appropriate for the end of kindergarten with at least 90- 94% accuracy as measured to determine Personal	Teacher may model and/or facilitate the following strategies: <ul style="list-style-type: none"> Guided reading 	Resources see pages 1-2 <ul style="list-style-type: none"> Classroom libraries 	Assessments/evidence see pages 1-2 REQUIRED COMMON LOCAL ASSESSMENTS

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		<p>Literacy Plans (PLPs) with the following assessments</p> <ul style="list-style-type: none"> Rigby Running Record Qualitative Reading Inventory (QRI-3) (administered by reading specialist) <p>1.1.2c FLUENCY - reading previously introduced or previously read grade-appropriate text in a way that makes meaning clear, demonstrates phrasing, expression, and with attention to end punctuation R-1-11.3) (including commas and quotation marks) (B) (R-2-11.3)</p>	<ul style="list-style-type: none"> Model fluent reading with <ul style="list-style-type: none"> choral reading paired reading song book reading shared reading repeated reading read aloud 	<ul style="list-style-type: none"> Scott Foresman <i>book closet</i> <i>Guided Reading, Fountas and Pinnell</i> <i>Scott Foresman take home phonics and easy reader books</i> <i>Matching Books to Readers, Fountas and Pinnell</i> <i>New Standards Speaking and Listening, Reading and Writing</i> <i>Poems, rhymes, songs</i> 	<ul style="list-style-type: none"> Narrative Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Marie Clay Letter ID SF High Frequency words Running Record - Rigby Scott Foresman Phonemic awareness sub-test Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Literature responses - using words, graphic organizers, and/or visual images Pint knowledge Test Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text) Scott Foresman Unit Skills Test
<p>READING</p> <p>1.1 Word identification skills and strategies</p>		<p>Students apply word identification and decoding strategies by</p> <p>1.1.1 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (R-K-1.1)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Multiple exposures 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p>

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		<p>1.1.2 Reading with high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (R-K-1.4)</p> <p>1.1.3 Recognizing and naming all upper and lower case letters (R-K-1.5)</p> <p>1.1.4 Identifying the primary sounds represented by most letter (sound-symbol correspondence) (R-K-1.6)</p> <p>1.1.5 Sounding out regularly spelled (decodable) one-syllable words using letter-sound correspondence knowledge, e.g. regularly spelled one and two syllable words: bat (D) (R-1-1.1)</p> <p>1.2.4 Reading with grade appropriate, high frequency words (including irregularly spelled words- said; (D) (R-1-1.4)</p> <p>1.2.5 Reading grade level appropriate words (in connected text) (D) (R-1-1.3) with automaticity (B) (R- 2-1.3)</p>	<ul style="list-style-type: none"> • Concept maps • Word work. reading rods, magnetic letters, word families • Sound/ word sort • Chunking • Multi-sensory activities • flexible word study groups • Scott Foreman audio CDs • Repeated readings • Paired reading 	<ul style="list-style-type: none"> • Scott Foresman • Guided Reading • Word Sorts • Words Their Way • First Hand: Phonics Clay Letter ID, Fountas and Pinell • Scott Foresman word games • Scott Foresman High Frequency word list 	<ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Clay diction tasks • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
<p>READING</p> <p>1.3 Vocabulary strategies (R-2)</p>		<p>Students</p> <p>1.3.1 Uses strategies to unlock meaning e.g.</p> <ul style="list-style-type: none"> • activating prior knowledge • using cues • using context clues • asking questions (R-K-2.1) during reading alouds or text reading 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Concept maps • Multiple exposure to words • Word sorts • Pre-teaching vocabulary • Graphic organizers 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Words Their Way • Picture 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or

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			<ul style="list-style-type: none"> • Dictionaries • Chunking/segmenting • Read aloud • Think aloud • Turn and talk • Discussion 	<ul style="list-style-type: none"> • dictionary • Internet • SF audio CDs • Scott Foresman • School library • <i>Bringing Words to Life, Beck</i> 	<p>informational text</p> <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text) • Scott Foresman Unit Skills Test

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<p><u>READING</u></p> <p>1.4 Breadth of Vocabulary (R-3)</p>		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <p>1.4.1 Identifying synonyms and antonyms (e.g. big/large, hot/cold) to connect new words to known words (e.g. What word means same as....?) (R-K-3.1)</p> <p>1.4.2 Demonstrating knowledge of basic concepts (e.g. common words that describe position in space and time, such as: over, between, after, behind (R-K-3.2)</p> <p>1.4.3 Organizing words by category (e.g. sorting pictures or objects into groups) (R-K-3.3)</p> <p>1.4.4 <u>Describing words in terms of:</u></p> <ul style="list-style-type: none"> • categories (e.g., a mallard is a kind of duck.) • functions (e.g., scissors are used for cutting) • features (e.g., a rectangle has four sides (B)) (R-1.3.3) 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Word games <ul style="list-style-type: none"> • pictinary • charades • acrostics • guess the covered word • word ladders 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>Words Their Way</i> • Word Sorts • School library 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
<p><u>READING</u></p>		<p>Students <u>demonstrate initial understanding of elements of literary texts</u> by</p> <p>1.5.1 Identifying:</p>	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p>	<p>Resources see pages 1-2</p>	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p>

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1.5 Initial understanding of literary text (R-4)		<ul style="list-style-type: none"> • characters in a story (R-K-4.1) • setting (B) (R-1-4.1) • problem/solution (B) (R-2-4.1) • major events (B) (R-2-4.1) <p>1.5.2 Responding to simple questions about a book's content (e.g. What did that hungry caterpillar eat?) (R-K-4.6)</p> <p>1.5.3 Generating questions during read alouds (R-K-4.3)</p> <p>1.5.4 Retelling the beginning, middle, and end of a story (R-1-4.2) or key elements of a story (B) (R-2-4-2)</p> <p>1.5.5 Responding to simple questions about a book's content (e.g. Where did Sylvester go? (R-1-4.6) and sequencing key events in order, as appropriate to text (B) (R-2-4.6)</p> <p>1.5.6 Generating questions before, during, and after reading(R-1-4.3) to enhance recall, (B), (R-2-4.3)</p> <p>1.5.7 Distinguishing between literary and informational text (R-1-4.4) e.g.</p> <ul style="list-style-type: none"> • fiction/non fiction • fantasy/reality (B) 	<ul style="list-style-type: none"> • Story maps • Story boards • Graphic organizers <ul style="list-style-type: none"> • web • T-charts • KWL • story maps • character map • Sentence starters e.g "the most important thing about ...," "this reminds me of ..." • School librarian 	<ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • Scott Foresman transparencies and graphic organizers • Kidspiration • School librarian • Book closet • Classroom libraries • Junior Great Books • Index "Genre" 	<p>COMMON</p> <p>LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • retelling • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
READING		<u>Students analyze and interpret elements of literary texts, citing evidence where appropriate by...</u>	Teacher may model and/or facilitate use of	Resources see pages 1-2	Assessments/evidence see pages 1-2

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1.6 Analysis of literary text (R-5)		1.6.1 Making predictions about what might happen next (R-K-5.1) 1.6.2 Identifying characteristics of main characters (R-K-5.2) 1.6.3 Making predictions about what might happen next, and telling why the prediction was made (b) (R-1-5.1) 1.6.4 Identifying physical characteristics, personality traits or possible motives of main characters (b) (R-1-5.2) 1.6.5 Making basic inferences: <ul style="list-style-type: none"> • about the text (b) (R-1-5.3) e.g. Why did the wolf want to blow down each pig's house? • or about problem or solution (b) (R-2-5.3), e.g. What helped Luke to solve his problem in the story? What was Jane's problem? 	<ul style="list-style-type: none"> • Read aloud • Think aloud • Direct instruction • Exemplar text, and other supporting/contextual materials • Response to literature, e.g. draw a picture, write • Reader's Theater • Graphic organizers for cause and effect 	<ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>Reading with Meaning</i> • <i>7 Keys to Comprehension</i> • Junior Great Books • School librarian 	<p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • retelling • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text) • Scott Foresman Unit Skills Test
1.7 Analysis and interpretation of literary		<p>Generates a personal response to what is read through a variety of means by ...</p> 1.7.1 Comparing stories or other texts to personal experiences, prior knowledge, which might include other texts (R-K-16.1)	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Guided reading • Retelling • Reciprocal teaching 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative

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text/citing evidence (R-16)				<ul style="list-style-type: none"> • Scott Foresman 	<ul style="list-style-type: none"> • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text) • Scott Foresman Unit Skills Test
<p>READING</p> <p>1.8 Initial Understanding of informational text (R-7)</p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.8.1 Obtaining information from text features e.g.</p> <ul style="list-style-type: none"> • Title • Illustration (R-K-7.1) e.g. from the title, what do we think this book will tell us? • simple table of contents (B) • glossary (B) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.9</p> <ul style="list-style-type: none"> • Direct instruction • Flexible grouping 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • Scott Foresman non fiction class 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> • charts (B) • graphs (B) • diagrams (B) (R-2-7) • basic transition words (B) • bold or italicized text (B) • headings, subheadings ,graphic organizers (B) (R-3-7.1) <p>1.8.2 Using explicitly stated information to answer questions, e.g. So, what did we learn about what owls eat? (R-K-7.2)</p> <p>1.8.3 Generating questions during read alouds (R-K-7.4)</p> <p>1.8.4 Generating questions before, during, and after reading (R-1-7.4) to enhance recall (B) (R-2-7.4)</p> <p>1.8.5 Distinguishing between literary and informational texts (R-1-7.5) among a variety of text, e.g. fiction/non fiction, reality/fantasy</p>	<ul style="list-style-type: none"> • Graphic organizers • Jigsaw activities • Modeling • Graphic organizers • Jigsaw activities 	<p>libraries</p> <ul style="list-style-type: none"> • Providence Journal, etc. • Content related materials for science and social studies • KITES literature • <i>Make it Real</i> • <i>Exploring Informational Text</i>, Hoyt 	<ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
<p>READING</p> <p>1.10 Analysis and interpretation of informational texts/citing evidence (R-8)</p>		<p>Students analyze and interpret informational text read aloud or independently, citing evidence as appropriate by...</p> <p>1.10.1 Telling what was learned, e.g. draw a picture of something you've learned from this story about dogs (R-K-8.1)</p> <p>1.10.2 Making basic inferences, e.g. from what we just read, what kinds of foods will help you to stay healthy/ (R-K-8.3)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Read alouds • Shared reading • Guided reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>1.10.3 Identifying the topic of the text or explaining the title (b) (R-1-8.2)</p> <p>1.10.4 Making basic inferences: <ul style="list-style-type: none"> or drawing basic conclusions, e.g. From what we just read, why do you think firefighters wear special uniforms? (D) (R-1-8.3) </p> <p>1.10.5 Identifying facts presented in text (b) (R-2-8.4) or distinguishing fact from opinion (B) (R-3-8.4)</p>			<ul style="list-style-type: none"> Marie Clay Letter ID SF High Frequency words Running Record - Rigby Scott Foresman Phonemic awareness sub-test Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Literature responses - using words, graphic organizers, and/or visual images Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text Scott Foresman Unit Skills Test
<p>READING</p> <p>1.11 Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension (R-12)</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</p> <p>1.11.1 Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) (R-K-12.1)</p> <p>1.11.2 Using pictures, syntax or repetitive language patterns to help predict upcoming words (R-K-12.2)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> "fix-up strategies": using prior Knowledge sampling a page for readability predicting and making text based inferences determining importance generating literal, clarifying, and inferential questions constructing sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Scott Foresman Junior Great Books Post-its for monitoring text comprehension 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Narrative Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Marie Clay Letter ID SF High Frequency words Running Record - Rigby Scott Foresman Phonemic

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			world)		awareness sub-test • Print Knowledge Tests (to students below level A) <u>SUGGESTED</u> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test
<u>READING</u> 1.12 Strategies for Reading Comprehension (R-13)		Students 1.12.1 Uses comprehension strategies before, during, <u>while listening to</u> information text by <ul style="list-style-type: none"> • using prior Knowledge • predicting and making text based inferences • generating clarifying questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) (R-K-13) 	Teacher may model and/or facilitate use of the following strategies <ul style="list-style-type: none"> • Self-selection of reading materials • Read aloud • Think alouds 	Resources see pages 1-2 <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>7 Keys to Reading Comprehension</i>, Zimmermann • <i>Mosaic of Thought</i>, Zimmermann • <i>Reading with</i> 	Assessments/evidence see pages 1-2 <u>REQUIRED</u> COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Narrative • Response to literary or informational text STANDARDIZED/FORMALIZED ASSESSMENTS <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <u>SUGGESTED</u>

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				<i>Meaning, Miller</i>	<ul style="list-style-type: none"> • Anecdotal records • Literature responses - using words, graphic organizers, and/or visual images • Retelling • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text) • Scott Foresman Unit Skills Test
<p><u>READING</u></p> <p>1.13 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely by...</p> <p>1.13.1 Reading or listening to literature frequently</p> <ul style="list-style-type: none"> • in school • out of school • and summer reading (B) (R-3-9-1) <p>1.13.2 Listening to or reading a wide range of genres/kinds of text, and a variety of authors (B) (R-3-9.2)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Self-selection of reading materials • Author's study 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • Summer reading list • Classroom/school newsletters 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Narrative • Response to literary or informational text <p>STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Marie Clay Letter ID • SF High Frequency words • Running Record - Rigby • Scott Foresman Phonemic awareness sub-test • Print Knowledge Tests (to students below level A) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Literature responses -

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					<p>using words, graphic organizers, and/or visual images</p> <ul style="list-style-type: none"> • Running Records (e.g. DRA, Rigby, SF, and any teacher or student chosen text • Scott Foresman Unit Skills Test

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<p><u>WRITING</u></p> <p>GLE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> Habits of Writing Structures of Language Reading-Writing Connection Expressive Writing (narratives, poetry, reflective) Information Writing (reports, procedures) Writing conventions 		<p><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold. called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLE_s. Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> problem solving communication tools information tools self-management tools working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence' self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Models think alouds</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> Scott Foresman Grade K <p><u>Consumables</u></p> <ul style="list-style-type: none"> Scott Foresman Teacher Resource <p><u>Core Books</u></p> <ul style="list-style-type: none"> Classroom libraries <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> <i>6+1 Traits of Writing™</i> <i>The Art of Teaching Writing</i>, Lucy Calkins <i>Writing Essentials</i>, Regie Routman <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) <i>Make It Real</i>, Hoyt Picture books <i>Non-fiction Craft Lessons</i>, Fletcher <i>Interactive Writing</i>, Fountas and Pinnell <i>Books, Lessons, Ideas for Teaching 6 Traits</i> <i>Units of Study for Primary Writing: A Year Long curriculum</i>, Calkins <p><u>Technology</u></p> <ul style="list-style-type: none"> MierriamWebster.com Computers, internet access, word processing computers Alpha Smarts books on tape SFreading.com Inspiration™ Video streaming 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Response to Literary or informational text Narrative Prompt <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Conferencing</p> <p>District writing prompts and benchmark papers</p> <p>Exhibits (student work and rubrics)</p> <p>Journals</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing (interpersonal) songs, lyrics (musical) <p>PORTFOLIO - TBD</p> <p>Rubrics</p> <ul style="list-style-type: none"> Response to literary or informational text Narrative <p>Writer's Journal (personal)</p>

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>WRITING STRATEGIES</u></p> <p>Employs writing process</p> <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing <p>Employs 6+1 Traits of Writing™</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies e.g.</p> <ul style="list-style-type: none"> • web • T-charts • KWL • story maps 	<ul style="list-style-type: none"> • SF Building Background CDs • Lexile. Com • Proquest.com • listening centers • CD Rom <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • Scott Foresman transparencies and graphic organizers <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • rubrics and criteria charts • SF song and rhymes phonics charts • professional videos <p><u>School library resources</u></p> <ul style="list-style-type: none"> • school-wide magazines, newsletters, Editorial Board <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day Enrichment • Storyteller • PTO • guest readers/writers • field trips • town meeting • Service learning • BEF 	

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<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students</p> <p>2.1.1 Begins to use writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ oral storytelling ○ generate and discuss ideas • drafting: <ul style="list-style-type: none"> ○ expresses an idea using pictures or letters (W-K-1.1) • revising content: <ul style="list-style-type: none"> ○ reread own writing • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with teacher/peers ○ read aloud with self, teacher, and peer • publishing: <ul style="list-style-type: none"> ○ share final draft with intended audience (W-5.-10) <p>2.1.2 Begins to apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation • content area journals 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Models writing process • Think aloud • Graphic organizing strategies • Conferencing: teacher, peer 	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • <i>Kid Writing</i> • <i>Creating Young Writers</i> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	<p>Instructional strategies see pages 17-18</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> • Genre assessment - narrative • Notebook (science, social studies)

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<p><u>WRITING</u></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p>Students demonstrates command of the structures of sentences, paragraphs, and text structures by</p> <p>2.2.1 Expresses an idea using pictures and letters (W-K-1.1)</p> <p>2.2.2 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.3 Writing recognizable short sentences (W-1-1.1), and begins to write in a variety of sentences (e.g. declarative, exclamatory, and interrogative) (B) (W-3-1.1)</p> <p>2.2.4 Distinguishing between letters, words, sentences, (W-1-1.5)</p> <p>2.2.5 Applying directionality as appropriate to text e.g.</p> <ul style="list-style-type: none"> • left to right • top to bottom (W-1-1.6) • front to back (D) (W-2-1.6) 	<p>Teacher may model and/or facilitate the following strategies writing process</p> <ul style="list-style-type: none"> • Writer's workshop • Peer editing • Teacher student conferencing • Sharing benchmark papers 	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • <i>Kid Writing</i> • <i>Creating Young Writers</i> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> • <i>Benchmark papers</i> 	<p>Assessment/evidence see pages 17-18</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart
<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Information-</p>		<p>Students make and support analytical judgments about literacy or informational text by (W- 3-3)</p> <p>2.3.1 Begins to use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Prewriting • Drafting 	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • <i>Kid Writing</i> • <i>Creating Young</i> 	<p>Assessments/evidence see pages 17-18</p> <p>REQUIRED</p>

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>al Text - Making Analytical Judgments about Text (W-3)</p>		<p>2.3.2 Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds), e.g. show what the fish uses to move (W-K-3.1)</p> <p>2.3.3 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences or some combinations) (W-1-3.1)</p> <p>2.3.4 Organizes pictures and/or letters and words to convey meaning.</p>	<ul style="list-style-type: none"> • Modeling • Questioning • Peer conferencing/review • Journaling • Think pair and share • Reflecting • ACES • Basic transition words 	<p><i>Writers</i></p> <ul style="list-style-type: none"> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	<p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart
<p><u>WRITING</u></p> <p>2.4 Narrative Writing - Creating a Story Line (W-4)</p>		<p>Students organize and relate (writes/tells) a story line/plot/series of events by</p> <p>2.4.1 Begins to use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 Using pictures to create an understandable story line, when given a structure (pictures may include labels), e.g. draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what's happening in the picture. (W-K-4.1)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • <i>Kid Writing</i> • <i>Creating Young Writers</i> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	<p>Assessments/evidence see pages 17-18</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative • Notebook (science, social studies) <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals

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				<ul style="list-style-type: none"> • Scott Foresman Writing Process, units 1-6 	<ul style="list-style-type: none"> • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart
<p>WRITING 2.6 Narrative Writing - Applying Narrative Strategies (W-5)</p>		<p>Students demonstrate use of narrative strategies by (W-5-5)</p> <p>2.6.1 Expressing ideas and recognizing that experiences and stories can be written about (W-K-5.5)</p> <p>2.6.2 Identifying/naming character (s) (W-K-5.3)</p> <p>2.6.3 Extending and elaborates ideas (B)(W-1-5.6)</p> <p>2.6.4 Using details (may be in the form of words or pictures) (B) (W-1.5.1)</p> <p>2.6.5 Writing about observations and experiences (B) (W-2-5.5) with pictures and words</p>	<p>Teacher may model and/or facilitate use of the following strategies</p>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • Kid Writing • Creating Young Writers • Interactive Writing • Units of Study for Primary • Picture books • Scott Foresman 	<p>Assessments/evidence see pages 17-18</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart
<p>WRITING 2.7 Informational Writing</p>		<p>In informational writing, students organize ideas/concepts by</p> <p>2.7.1 Begins to use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p>	<p>Teacher may model and/or facilitate the following strategies</p>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> • Kid Writing 	<p>Assessments see pages 17-18</p> <p>REQUIRED</p>

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(Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-6)		2.7.2 Naming or labeling objects or places (W-K-6.1) 2.7.3 Observing, drawing, and writing about people, places, animals, objects, etc. 2.7.4 Beginning to group ideas with a beginning, middle, and end (B) (W-3-6.1) 2.7.5 Beginning to use basic transition words when appropriate (e.g. first, then next, finally) (B) (W-3-6.3)		<ul style="list-style-type: none"> • <i>Creating Young Writers</i> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative SUGGESTED <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart
WRITING 2.8 Informational writing (W-8)		In informational writing, students effectively convey purpose by.... 2.8.1 Using pictures to create meaning (W-1-7.1) 2.8.2 Establishing a topic (B) (W-2-7.1)	Teacher may model and/or facilitate the following strategies	Resources see pages 17-18 <ul style="list-style-type: none"> • <i>Kid Writing</i> • <i>Creating Young Writers</i> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	Assessments see pages 17-18 REQUIRED COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Response to Literary or informational text • Narrative SUGGESTED <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies)

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					<ul style="list-style-type: none"> Sharing student work, e.g. author's chart
<p><u>WRITING</u></p> <p>2.9 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies (W-8)</p>		<p>In informational writing students demonstrate use of a range of elaboration strategies by</p> <p>2.9.1 May take the form of pictures with captions, words, sentences, or some combination) (W-1-8.1)</p> <p>2.9.2 Identifying details/information related to topic or a given focus (pictures may include labels) (W-K-8.1)</p> <p>2.9.3 Using pictures to illustrate ideas (D) (W-2-8.3)</p>	<p>Teacher may model and/or facilitate the following strategies</p>	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <i>Kid Writing</i> <i>Creating Young Writers</i> <i>Interactive Writing</i> <i>Units of Study for Primary</i> Picture books Graphic organizers 	<p>Assessment evidence see pages 17-18</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Response to Literary or informational text Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> Anecdotal records Exhibits Journals Genre assessment - narrative Notebook (science, social studies) Sharing student work, e.g. author's chart
<p><u>WRITING</u></p> <p>2.10 Applying rules of Grammar and Usage, and (W-9)</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by..</p> <p>2.10.1 Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g. initial or final sounds)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Facilitates the development of High Frequency Words Word study groups 	<p>Resources see pages 17-18</p> <ul style="list-style-type: none"> <i>Kid Writing</i> <i>Creating Young Writers</i> 	<p>Assessment evidence see pages 17-18</p> <p>REQUIRED</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Response to Literary or

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		<p>(W-K-9.5)</p> <p>2.10.2 Correctly spelling own first name (W-1-9.7)</p> <p>2.10.3 Correctly spelling some common words (e.g. had, can) (W-1-9.7)</p> <p>2.10.4 Using capital letters for the beginning of sentences and names (B) (W-2-9.2)</p> <p>2.10.5 Using correct end punctuation in simple sentences (e.g. period) (B) (W-2-9.4)</p> <p>2.10.6 Correctly spelling grade-appropriate, high-frequency words (B) (W-2-9.5)</p>	<ul style="list-style-type: none"> • Writer's workshop • Flexible grouping • Mini lessons 	<ul style="list-style-type: none"> • <i>Interactive Writing</i> • <i>Units of Study for Primary</i> • <i>Picture books</i> 	<p>informational text</p> <ul style="list-style-type: none"> • Narrative <p>SUGGESTED</p> <ul style="list-style-type: none"> • Anecdotal records • Exhibits • Journals • Genre assessment - narrative • Notebook (science, social studies) • Sharing student work, e.g. author's chart

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<p><u>ORAL COMMUNICATION</u></p> <p>Speaking and Listening (New Standards)</p>		<p>There are no GLE for speaking for grade 3. <i>New Standards Speaking and Listening</i> standards were used for outcomes and benchmarks.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence' • self-management of learning • learning as apprenticeship <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade K</i> <p><u>Consumables</u></p> <p><u>Core Books</u></p> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> • <i>Infusing Critical Thinking Skills in the Content Area</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • computers, internet access, word processing • computers • Alpha Smarts • Books on tape • SFreading.com • Inspiration • Video streaming • SF Building background CDs • Lextile. Com • Proquest.com • listening centers • CD Rom • New Standards CDs • SF Prior Knowledge and Audio CD <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • criteria charts <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • District DI course materials <p><u>School library resources</u></p>	<p>Anecdotal records</p>

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			<p>strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<p><u>Community</u></p> <ul style="list-style-type: none"> Extended Day Enrichment Storyteller PTO facilitated events field trips 	
<p>ORAL COMMUNICATION 3.1 Listening and speaking</p>		<p>In oral communication, students demonstrate interactive listening and listening and...</p> <p>3.1.1 Follows instructions, directions, or explanations (OC-K-1.1)</p> <p>3.1.2 Listens and reacts to stories, songs, or poems (OC-K-1.2)</p> <p>3.1.3 Joins familiar songs, poems, or chants (OC-K-1.3)</p> <p>3.1.4 Communicates about basic concepts (e.g., size, color, number)</p> <p>3.1.5 Tells stories about pictures or books (OC-K-1.5)</p> <p>3.1.6 Waits for appropriate turn to speak (OC-K-1.6)</p> <p>3.1.7 Uses language to describe objects, events, ideas, or feelings (OC-1-1.4)</p> <p>3.1.8 Responds or reacting using simple words</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Think alouds Interactive read alouds Turn and Talk Think-pair-share Class meetings Class contracts 	<p>Resources see page 26</p> <ul style="list-style-type: none"> <i>New Standards Speaking and Listening</i> (book and CD) <i>The Art of Teaching Reading, Calkin</i> (chpt. A Curriculum of Talk) Song books Poems Books on Tape 	<p>Assessment evidence see page 26</p>

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		<p>and phrases (OC-1-1.7)</p> <p>3.1.9 Initiates and sustains conversations (OC-1.1.9)</p> <p>3.1.10 Retells a story (OC-1-1.9)</p> <p>3.1.11 Asks what unfamiliar words mean (OC-1-1.10)</p> <p>3.1.12 Playfully manipulates language (e.g. deliberate rhyming, name games, Anna Banana)</p> <p>3.1.13 Negotiates how to work and play</p> <p>3.1.14 Mimic the language of adults</p> <p>3.1.15 Independently give a detailed narrative account of an experience in which the actual sequence of numerous events is clear</p> <p>3.1.16 Shares information that is organized on a topic and supported by visual aide (e.g. children bring in picture of their pet and explain why it is a good pet.</p> <p>3.1.17 Give directions that include several sequenced steps, explaining and</p>			

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		elaborating. When necessary (e.g. how to buy milk in the cafeteria) 3.1.18 Learn rules for polite interactions			