

English Language Arts Curriculum Checklist for K-2

| Strand | Standard and Benchmark | K | 1 | 2 |
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| Meaning and Communication | Standard 1: All students will read and comprehend general and technical material. | | | |
| | 1. Use reading for multiple purposes. | | | |
| | 2. Read with developing fluency a variety of texts. | | | |
| | 3. Employ multiple strategies to construct meaning. | | | |
| | 4. Employ multiple strategies to decode words as they construct meaning. | | | |
| Meaning and Communication | 5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts and share with peers. | | | |
| | Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. | | | |
| | 1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. | | | |
| | 2. Recognize that authors make choices as they write to convey meaning and influence an audience. | | | |
| | 3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. | | | |
| Meaning and Communication | 4. Begin to edit text and discuss language conventions using appropriate terms. | | | |
| | Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. | | | |
| | 1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. | | | |
| | 2. Explore the relationships among various components of the communication process such as sender, message, and receiver. | | | |
| | 3. Read and write with developing fluency, speak confidently, listen and act appropriately, view strategically, and represent creatively. | | | |
| | 4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. | | | |
| | 5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. | | | |
| | 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources. | | | |
| | 7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. | | | |
| | 8. Respond to the ideas or feelings generated by texts and listen to the response of others. | | | |
| Language | Standard 4: All students will use the English language effectively. | | | |
| | 1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts. | | | |
| | 2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. | | | |
| | 3. Demonstrate awareness of words that have entered the English language from many cultures. | | | |
| | 4. Become aware of and begin to experiment with different ways to express the same idea. | | | |
| | 5. Explore and begin to use language appropriate for different contexts and purposes. | | | |
| Literature | Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. | | | |
| | 1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | | | |
| | 2. Describe and discuss the similarities of plot and character in literature and other texts from around the world. | | | |
| | 3. Describe how characters in literature and other texts can represent members of several communities. | | | |
| | 4. Recognize the representation of various cultures as well as our common heritage in literature and other texts. | | | |
| | 5. Explain how characters in literature and other texts express attitudes about one another. | | | |
| Voice | Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. | | | |
| | 1. Identify elements of effective communication that influence the quality of their interactions with others. | | | |
| | 2. Experiment with the various voices they use when they speak and write for different purposes and audiences. | | | |
| | 3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and evoke different responses. | | | |

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| | 4. Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. | | | |
| Skills and Processes | Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. | | | |
| | 1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. | | | |
| | 2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning. | | | |
| | 3. Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning. | | | |
| | 4. Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. | | | |
| Genre and Craft of Language | Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning. | | | |
| | 1. Identify and use mechanics that enhance and clarify understanding. | | | |
| | 2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. | | | |
| | 3. Explore how the characteristics of various informational genres and elements of expository text structure can be used to convey ideas. | | | |
| | 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. | | | |
| | 5. Explore how the characteristics of various oral, visual, and written texts and the textual aids they employ are used to convey meaning. | | | |
| Depth of Understanding | Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. | | | |
| | 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. | | | |
| | 2. Identify and categorize key ideas, concepts, and perspectives found in texts. | | | |
| | 3. Draw conclusions based on their understanding of differing views presented in text. | | | |
| Ideas in Action | Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. | | | |
| | 1. Make connections between key ideas in literature and other texts and their own lives. | | | |
| | 2. Demonstrate their developing literacy by using text to enhance their daily lives. | | | |
| | 3. Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. | | | |
| Inquiry and Research | Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. | | | |
| | 1. Generate questions about important issues that affect them or topics about which they are curious, and use discussions to narrow questions for further exploration. | | | |
| | 2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. | | | |
| | 3. Organize and interpret information to draw conclusions based on the investigation of an issue or problem. | | | |
| | 4. Develop and present conclusions based on the investigation of an issue or a problem. | | | |
| Critical Standards | Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts. | | | |
| | 1. Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. | | | |
| | 2. Discuss individual and shared standards used for different purposes. | | | |
| | 3. Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities. | | | |
| | 4. Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection. | | | |
| | 5. Recognize that the style and substance of a message reflect the values of a communicator. | | | |