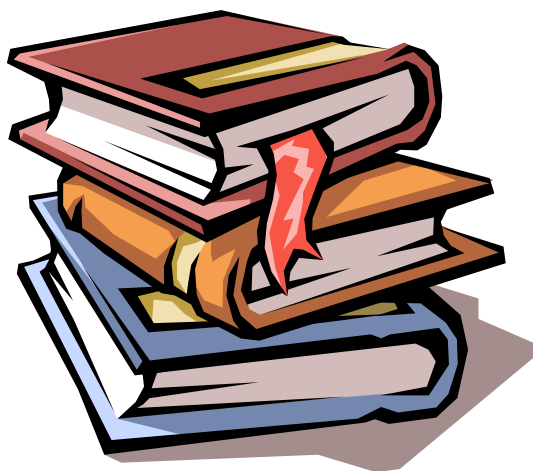


ACTON PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

CURRICULUM FRAMEWORKS/ BENCHMARKS*
GRADES 1 & 2

JUNE 2002



*This document represents the agreed-upon English Language Arts benchmarks for the Acton Public Schools. The Department of Education's language has been modified occasionally. Where the district has modified the state's original language, the number of the standard is followed by (APS). The examples are a blend of the DoE document (June 2001) and those developed by Acton Public Schools. Specific APS grade-level examples are designated, e.g. (APS 3).

Language Strand

Grades 1 & 2

Most of the benchmarks in the first and second grade level are introduced in first grade and worked on further through second grade. First grade teachers do not need to expect student mastery by the end of first grade.

Teachers should continue to address earlier standards as needed and as they apply to more difficult work.

Standard 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

- 1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, and speaking one at a time).

For example:

Teacher and children discuss and decide why it is important to stay on topic. (APS 1)

Teacher and children discuss and decide why it is important to stay on topic and use appropriate behaviors during group discussions (selecting an appropriate spot facing the speaker, being attentive). (APS 2)

Standard 2: Questioning, Listening, and Contributing

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

For example:

Students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do.

Children will contribute to a class list developing their knowledge of the weather. (APS 1)

Children ask questions based on the class discussion. (APS 2)

Standard 3: Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

For example:

After taking a nature walk the children will share an observation. (APS 1)

After reading a book, the children will offer a brief summary of the story and recommend the book to his/her peers, perhaps sharing a favorite part or illustration. (APS 2)

- 3.2 Maintain focus on the topic.

For example:

Students explain to the class why an object they bring from home is important to them.

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

- 4.3 Identify and sort common words into conceptual categories (opposites, living things).

For example:

Children will generate lists of rhyming words, discussing meaning as the list builds. (APS 2)

- 4.4 Identify base words (look) and their inflectional forms (looks, looked, looking).
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context. (saw/saw)
- 4.6 Identify common antonyms and synonyms.
- 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday).
- 4.8. Determine meanings of words by using a beginning dictionary.

For example:

Children will experience a variety of alphabet books, such as Jerry Pallotta's books, creating a class alphabet book on a specific topic. (APS 2)

Standard 5: Structure and Origins of Modern English

Students will analyze Standard English grammar and usage and recognize ways in which its vocabulary has developed and been influenced by other languages.

- 5.1 Use language to express spatial and temporal relationships (up, down, before, after).
- 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run).
- 5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).
- 5.4 Identify appropriate end marks (periods, question marks).

For example:

Children will identify the beginning and the end of a sentence with the text of a Big Book. (APS 1)

Standard 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

- 6.1. Identify formal and informal language in stories, poems, and plays.

Reading and Literature Strand

Grades 1 & 2

Most of the benchmarks in the first and second grade level are introduced in first grade and worked on further through second grade. First grade teachers do not need to expect student mastery by the end of first grade.

Teachers should continue to address earlier standards as needed and as they apply to more difficult work.

Standard 7: Beginning Reading

Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

7.4 Demonstrate understanding of the various features of written English:

- Know the order of the letters in the alphabet.
- Understand that spoken words are represented in written English by sequences of letters.
- Match oral words to printed words.
- Recognize that there are correct spellings for words.
- Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled.
- Recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing).
- Identify the author and title of a book, and use a table of contents.

7.5 Demonstrate orally that phonemes exist:

- Generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes (word families), and combine these sounds into recognizable words.
- Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.

7.6 Recognize common irregularly spelled words by sight (have, said, where).

7.7 Use letter-sound knowledge to decode written English:

- Decode accurately phonetically-regular one-syllable and multi-syllable real words and nonsense words.
- Read accurately many irregularly spelled words, special vowel spellings, and common word endings.
- Apply knowledge of letter patterns to identify syllables.
- Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs.
- Know and use more difficult word families (-ought) and known words to decode unknown words.
- Read words with several syllables.
- Read aloud with fluency and comprehension at grade level.

For example:

As the class reads Crocodile Beat, they come upon the word “din.” The children draw upon their knowledge of the CVC pattern to decode the unknown word. After sounding out the word, children use the text to figure out the word’s meaning. (APS 1)

Independently children will use their knowledge of phonemic elements such as CVC, CVCe, blends, digraphs, prefixes, and suffixes to decode the unknown word. Meaning will be developed through content and beginning dictionary skills. (APS 2)

As a student reads a text independently, he/she demonstrates ability to make predictions about unknown words based on an understanding of the story line and ability to decode new words. (APS 2)

Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

For imaginative/literary texts:

- 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

For example:

While reading Make Way for Ducklings, students will predict text and illustrations for the next page, based on the story that has been shared to that point. (APS 1)

- 8.7 Retell a story’s beginning, middle, and end.

- 8.8 Distinguish cause from effect.

For informational/expository texts:

- 8.9 Make predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words), and explain whether they were confirmed or disconfirmed and why.

- 8.10 Restate main ideas.

For example:

Students brainstorm a list of animals they know. They then read About Mammals: A Guide for Children, by Cathryn Sill. With their teacher, they list different traits of mammals (the main idea of the book) and decide which animals on their original list are mammals.

After reading Gail Gibbons’ book, Monarch Butterfly, the children illustrate and label the life cycle of the insect. (APS 1)

Students choose an insect to research. They gather new information from nonfiction texts. They write 3-5 sentences and include illustrations to demonstrate their understanding of their research. (APS 2)

Standard 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

For example:

Students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.

- 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

- 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature (a play).

For example:

The teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss what they learned from each form of literature.

The children are introduced to a variety of genres based on a theme such as fish. Teacher will read Swimmy, a poem, and a non-fiction book about fish as part of a science study. Class will discuss the information learned in all three genres. (APS 1)

Teacher reads aloud Cloudy with a Chance of Meatballs, It Looked Like Spilt Milk, Clouds, Weather, What's the Weather Today? and a weather poem. Class discusses some of the language contained in the different works and the response it evokes in the listener/reader. (APS 1)

The class will keep a running record (graph, list, illustrations, and/or database) of the different genres read by the teacher and students. The categories might include poetry, non-fiction, prose, biography and plays. (APS 2)

The teacher reads aloud Byrd Baylor's Everybody Needs a Rock, Fossils Tell of Long Ago by Alike, a poem, an Eyewitness Jr. book on rocks, and Matthew Wheelock's Wall. Class discusses some of the language contained in the different works and the response it evokes in the listener/reader. (APS 2)

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

- 11.1 Relate themes in works of fiction and nonfiction to personal experience.

For example:

Students explore the theme, "A true friend helps us when we are in trouble" in poems, pictures, and stories, and compare their own experiences in original art and stories.

Teacher shares a variety of literature-photos, illustrations, books and poems related to the feelings of the characters. After reading Arthur's Eyes, students express (write or illustrate) how their feelings might be the same as or different from Arthur's. (APS 1)

After reading Best Friends for Frances, teacher and students design a web listing Frances' feelings. Compare Frances' feelings to those of a character in another story, poem, or non-fiction piece related to friendship. (APS 2)

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

- 12.1 Identify the elements of plot, character, and setting in a favorite story.

For example:

After the teacher reads Make Way for Ducklings, make a three-column chart labeling the first column "Character," the second column "Setting," and the third column "Plot." The class will work with the teacher filling in each column. (APS 1)

After reading The Rain Falls on Kapiti Plain, the class develops a story map, including character, plot and setting prior to writing a class story. (APS 2)

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials, and then provide evidence from the text to support their understanding.

- 13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, and table of contents).
- 13.2 Identify and use knowledge of common graphic features (illustrations, type size).
- 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.
- 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.
- 13.5 Restate main ideas and important facts from a text heard or read.

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

- 14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.

For example:

Students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.

After the teacher has read a poem, children will point to the rhyming word pairs in the poem. Children may substitute their own word pairs in the selected poem. (APS 1)

As children read along with the teacher, they will identify rhyming elements within a poem, chant, or song, both visually and auditorally. (APS 1)

After reading many poems, the teacher and students will compose a class poem. (APS 2)

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

- 15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.

For example:

Students respond to a poem read aloud and decide what senses they use to understand images such as "The sky is wrinkled."

After reading a favorite poem or story to the class, the teacher asks the students to discuss what picture they have in their minds after rereading some descriptive words used in the text. "The sky was grouchy gray." (APS 1)

After reading The Ghost Eye Tree, the children compile a class list of descriptive words about the tree and the boy's hat. (APS 2)

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

- 16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, and lullabies) read aloud.

For example:

The teacher reads aloud Cinderella, Mufaro's Beautiful Daughters, Yeh Shan and the Egyptian Cinderella tale. The class discusses the differences and similarities of the stories. (APS 1)

Children will listen to and compare trickster tales from African and Native American culture (Anansi and Coyote tales, The Hatseller and the Monkeys, Caps for Sale). The class completes a Venn diagram together, noting similarities and differences. (APS 2)

16.2 Retell or dramatize traditional literature.

16.3 Identify and predict recurring phrases (Once upon a time) in traditional literature.

Standard 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

17.1 Identify the elements of dialogue and use them in informal plays.

For example:

After reading Crocodile Beat, a small group of children write a script with teacher assistance. Roles are assigned and the story is presented to the class (APS 1)

After reading The True Story of the Three Little Pigs, a small group of children write a puppet play, making simple puppets and scenery. The puppet play is presented to the class. (APS 2)

Standard 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

For example:

Students practice voice control and diction and give oral presentations of their favorite stories to their classmates.

Students recite memorized text for Old School Day. (APS 2)

Students read their own work in the "Author's Chair." (APS 2)

Composition Strand

Grades 1 & 2

Most of the benchmarks in the first and second grade level are introduced in first grade and worked on further through second grade. First grade teachers do not need to expect student mastery by the end of first grade.

Teachers should continue to address earlier standards as needed and as they apply to more difficult work.

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

For imaginative/literary writing:

19.5 Write or dictate stories that have a beginning, middle, and end.

For example:

Students may use an illustration, timeline, or web for planning. (APS1)

Students may use an illustration, timeline, or web for planning. (APS 2)

19.6 Write or dictate short poems.

For informational/expository writing:

19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.

19.8 Write or dictate research questions.

For example:

Writers will compose one question to ask of a visiting vet about the care of the class pet. (APS 1)

Writers will compose two questions to ask of a historical society guide before a class visit. Upon returning to the classroom, the writer will share the answer in a written format. (APS 2)

Standard 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

20.1 Use a variety of forms or genres when writing for different purposes.

For example:

Students describe an object in a sentence, and then they work together to create a two-line rhyming description using the same information, and discuss the differences.

Writing a list to remember things from home will have a different focus than a note sent to a fourth grade reading buddy. (APS 1&2)

Students write to a "secret buddy." (APS 2)

Standard 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

For example:

After hearing classmates' comments on what they find puzzling or missing in first drafts of their stories, students add key pieces of information in a second draft.

Writers compare two similar pieces, (observational writing, journal entries, letters home, retelling of a story) noting strengths and weaknesses, and select one to revise and publish. (APS 1)

After receiving feedback from peers and/or the teacher, the writer will add information, either text or illustrations, to make the piece more meaningful. Writer will sequence events in logical order. (APS 1&2)

Standard 22: Standard English Conventions

Students will use knowledge of Standard English conventions in their writing, revising, and editing.

22.1 Print upper- and lower-case letters of the alphabet.

22.2 Use correct Standard English mechanics such as

- printing upper- and lower-case letters legibly and using them to make words;
- separating words with spaces;
- (APS) understanding and begin applying rules for capitalization at the beginning of a sentence, for names and places (Janet, I, George Washington, Springfield) and capitalization and commas in dates (February 24, 2001);
- using correct spelling of sight and/or spelling words; and
- using appropriate end marks such as periods and question marks.

For example:

Writer develops an ongoing list of "Things I Can Do": write my name, write the date, use capital letters, use periods, and use initial and final sounds. (APS 1)

Writer develops an ongoing list of "Things I Can Do": use capital letters, use periods, use question marks, and use consonant and vowel sounds. (APS 2)

With teacher support the children begin to peer-edit and offer feedback as to capitalization, end marks, fragments vs. sentences, and spelling of high frequency words, CVC words, and simple long vowel sounds. (APS 2)

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

23.1 Arrange events in order when writing or dictating.

For example:

Students organize captioned illustrations in their class report on how seeds grow.

23.2 Arrange ideas in a way that makes sense.

For example:

Students preparing to describe their favorite animal put ideas about the animal's appearance in one group of sentences and ideas about behavior in another group of sentences.

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

For example:

Writers will compose one question based on life cycles. ("Do all fish have fins?") (APS 1)

After viewing a Reading Rainbow program about Arthur's Eyes, the children will develop a list of things that make them like Arthur or not like Arthur, building on the "Some Ways the Same, Some Ways Different" unit. (APS 1)

Writers will compose two questions from an observation of an unknown historical artifact. "What could you learn about the way people lived from this artifact?" (APS 2)

Children will watch a video in order to answer questions (and generate new ones) on a new unit such as Kenya. The teacher may ask, "What time of day does the hippo go to the watering hole?" "List four animals found in Kenya." (APS 2)

Standard 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

25.1 Support judgments about classroom activities or presentations.

For example:

During "Show and Tell", students respond to the speaker by talking about the parts of the speaker's presentation that they liked the most and explaining why they thought these parts were interesting.

Writers compare two retellings of two different stories noting strengths and weaknesses, selecting one to revise and publish. (APS 2)

Media Strand

Grades 1 & 2

Most of the benchmarks in the first and second grade level are introduced in first grade and worked on further through second grade. First grade teachers do not need to expect student mastery by the end of first grade.

Standard 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.

26.1 (APS) Children begin to understand that they gain information from non-print sources (film, radio, video, television, multimedia productions, the Internet, and emerging technologies).

For example:

Students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.

Children will view a clip of the previous evening's weather forecast and compare it to the actual weather of the day; any precipitation? temperature reading? (APS 1)

Using travel brochures and/or Internet sites, determine the accuracy of the images presented concerning Africa. Is it mainly represented through photos of animals? Are the people, cities, life-styles and myriad of geographic regions represented? (APS 2)

Children begin to recognize various media techniques (animation, close-ups, wide-angle shots, sound effects, music, and graphics).

For example:

After reading Bionic Bunny Show by Marc Brown, the teacher will lead a discussion distinguishing between fantasy and reality and which media techniques transformed an ordinary rabbit into the Bionic Bunny. (APS 1&2)

Children begin to understand that some information gained through media is fact and some is misleading.

For example:

After the class reads Arthur's TV Trouble by Marc Brown, they discuss the problems Arthur had and suggest probable solutions. (APS 1)

After the class reads A Monster in My Mailbox by Shelia Gordon, they discuss Julius' problem and instances where they have observed similar circumstances. (APS 2)

After reading Bea and Mr. Jones by Amy Schartz and Lyle at the Office by Bernard Waber, children discuss the purpose of commercials and advertising. (APS 1&2)

Standard 27: Media Production

Students will design and create coherent media productions (audio, video, television, and multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

27.1 Create radio scripts, audiotapes, or videotapes for display or transmission.

For example:

Students make audio recordings of poems in which each child reads an alternating verse.

The class will compose a read along tape for a favorite classroom storybook such as Caps for Sale or More Spaghetti I Say! (APS 1)

The children may write their own stories and record them on audiotape or present them using a Kid Pix slide show. (APS 2)