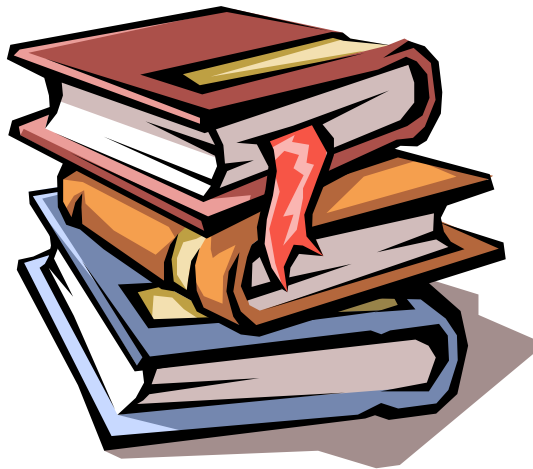


ACTON PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

CURRICULUM FRAMEWORKS/ BENCHMARKS*
KINDERGARTEN

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).

** Corrected 2004

Language Strand

Kindergarten

Many of the benchmarks listed in the Kindergarten grade level span PreK to 2. Kindergarten teachers will introduce these concepts but do not need to expect mastery.

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). (PreK-2)

For example:

Teacher and children discuss and decide why it is important to listen to the speaker. (APS K)

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. (PreK-2)

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 share experiences they have had about rainy days in order to choose appropriate clothing. (APS K)

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. (PreK-2)
- 3.2 Maintain focus on the topic. (PreK-2)

For example:

Children will share a treasure or news from home during "Show and Tell". (APS K)

Standard 4: Vocabulary and Concept Development

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

- 4.1 Identify and sort common words into various classifications (colors, shapes, and textures). (PreK-K)
- 4.2 Describe common objects and events in general and specific language. (PreK-K)

Standard 5: Structure and Origins of Modern English

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

- 5.1 Use language to express spatial and temporal relationships (up, down, before, after). (PreK-2)
- 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run). (PreK-2)

- 5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001). (PreK-2)
- 5.4 Identify appropriate end marks (periods, question marks). (PreK-2)

Standard 6: Formal and Informal English

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

- 6.1 (APS) Teachers will model formal and informal language in stories, poems, and plays. (PreK-2)

Reading and Literature Strand

Kindergarten

Many of the benchmarks listed in the Kindergarten grade level span PreK to 2. Kindergarten teachers will introduce these concepts, but do not need to expect mastery.

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.

7.1 Demonstrate understanding of the forms and functions of written English: (PreK-K)

- Recognize that printed materials provide information or entertaining stories.
- Know how to handle a book and turn the pages.
- Identify the covers and title page of a book.

For example:

Children will identify the number of words on the cover of a Big Book (APS K)

- Recognize that, in English, print moves from left to right across the page and from top to bottom.
- Identify upper- and lower-case letters.
- Recognize that written words are separated by spaces.
- Recognize that sentences in print are made up of separate words.

7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated. (PreK-K)

- Understand that a sound is a phoneme, or one distinct sound.
- Understand that words are made up of one or more syllables.

For example:

Students clap syllables to represent syllables in words.

- Recognize and produce rhyming words.

For example:

Students sing songs, recite nursery rhymes, and play rhyming word games.

- APS Identify the initial and final sounds of a word.
- APS Introduce the medial sounds of a word.
- Blend sounds to make words.

7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning. (PreK-K)

- Know that there is a link between letters and sounds.

For example:

As the teacher reads Mrs. Wishy-Washy to the class, individual children match initial consonant sounds to the text. The teacher asks, "Would someone please find a word on this page which begins with the sound of "t"?" (APS K)

- Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- Understand that written words are composed of letters that represent sounds.
- Use letter-sound matches to decode simple words.

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:

- 8.1 Make predictions using prior knowledge, pictures, and text. (PreK-K)

For example:

Students and their teacher read together Jump, Frog, Jump by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next.

The teacher reads Brown Bear, Brown Bear aloud to the class. As the teacher reads the first few pages, she/he asks the students to predict what brown bear might find on the next page. (Desired response would be another animal vs. an unrelated object.) (APS K)

- 8.2 Retell a main event from a story heard or read. (PreK-K)

- 8.3 (APS) Discuss the important characters, settings, and events. (PreK-K)

For informational/expository texts:

- 8.4 Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations). (PreK-K)

- 8.5 Retell important facts from a text heard or read. (PreK-K)

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. (PreK-2)

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). (PreK-2)

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. (PreK-2)

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.

Before reading Peter Rabbit aloud to the class, based on looking at the cover and hearing the title, the teacher asks the children if the story is real or make believe. "How did you know the story is make believe?" The children may respond that the rabbit is wearing clothing. As the story progresses, the children would add that animals do not talk. A comparison could be made with a non-fiction book about rabbits. (APS K)

Teacher will read an alphabet dinosaur book, a non-fiction dinosaur book, a poem, and a fiction selection related to dinosaurs. (APS K)

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. (PreK-2)

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, poems related to friendship. Students will discuss and draw pictures about their own friendships. (APS K)

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. (PreK-2)

For example:

During a study of Mother Goose nursery rhymes, the class compiles a list of characters such as Humpty Dumpty, Old King Cole, Mary, Little Boy Blue, and Jack and Jill. Children may decide to change the character of one nursery rhyme. Instead of Jack and Jill going up the hill, substitute two children’s names from the class. This could be written on sentence strips and placed in a large pocket chart. (APS K)

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and 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). (PreK-2)

13.2 Identify and use knowledge of common graphic features (illustrations, type size). (PreK-2)

13.3 Make predictions about the content of a text using prior knowledge and text and graphic features. (PreK-2)

13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why. (PreK-2)

13.5 Restate main ideas and important facts from a text heard or read. (PreK-2)

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. (PreK-2)

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.

As the teacher reads poems aloud, children will orally identify the pairs of rhyming words. (APS K)

As the teacher reads aloud, the children will identify rhyming elements within a poem, chant, or song. (APS K)

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. (PreK-2)

For example:

After reading a favorite poem or story to the class, the teacher asks students to retell words that described sounds and painted pictures in their minds. (APS K)

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. (PreK-2)

For example:

The teacher reads aloud two versions of Cinderella. The class then compares through discussion how the stories are alike and different. (APS K)

16.2 Retell or dramatize traditional literature. (PreK-2)

16.3 Identify and predict recurring phrases (“Once upon a time”) in traditional literature. (PreK-2)

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. (PreK-2)

For example:

The teacher reads Aunt Flossie’s Hats to the class and leads a discussion concerning the characters’ dialogue.

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. (PreK-2)

For example:

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

After hearing The Three Billy Goats Gruff the children will act out selected parts of the story with teacher assistance. (APS K)

Composition Strand

Kindergarten

Many of the benchmarks listed in the Kindergarten grade level span PreK to 2. Kindergarten teachers will introduce these concepts, but do not need to expect mastery.

Standard 19: Writing

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

For imaginative/literary writing:

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story. (PreK-K)
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence. (PreK-K)

For informational/expository writing:

- 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information. (PreK-K)

For example:

Kindergartners draw pictures showing how they planted daffodil bulbs in the school garden and, as a group, put the pictures into chronological order.

- 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order. (PreK-K)

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. (PreK-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. (PreK-2)

For example:

Teacher will invite the writer to return to the piece asking, "Is your story/drawing finished?"

After receiving feedback about a drawing of a caterpillar, the writer will add a leaf on which the caterpillar will stand. (APS K)

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. (PreK-K)

For example:

Children will print their first name. Teacher will model the correct formation of upper and lower case letters when writing in the classroom. (APS K)

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. (PreK-2)

For example:

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

23.2 Arrange ideas in a way that makes sense. (PreK-2)

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. (PreK-2)

For example:

Writers dictate to the teacher a list of questions to ask a local firefighter about the work they do. (APS K)

Writers dictate to the teacher a question based on pet needs. "How much birdseed will our class feeder need for one week?" (APS K)

After viewing a Sesame Street program on community helpers, the class will make a list of community helpers. (APS K)

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. (PreK-2)

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.

Media Strand

Kindergarten

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.

Students in APS will begin to address this standard in first grade.

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.

Students in APS will begin to address this standard in first grade.