

SOUTH SIOUX CITY SCHOOL DISTRICT
K-4 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	PK	K	1	2	3	4	5	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
PK	LA 0.1.6.a (LL.04) Explain that the author and illustrator create books	P							author and illustrator	explain	author, illustrator, book	on-going
K	LA 0.1.6.a Explain that the author and illustrator create books		S						author and illustrator	explain		By the end of Semester 1
1	LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)			S					author, illustrator, and author's purpose	identify		on-going
2	LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension				S				purpose(s) for a text-entertain, persuade	determine why an author wrote a piece of text	author's purpose	on-going
3	LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension					P			author's purpose (explain , entertain, inform , persuade)	identify, differentiate, support, (explain and inform)	author's purpose (explain, inform)	on-going
4	LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text						P	P	Author's purpose: explain , entertain , inform , persuade ; Author's perspective: beliefs , assumptions, biases	Identify, Recognize	beliefs	
PK	LA 0.1.6.b Identify elements of the story including setting, character, and events	S							story elements	identify		on-going
K	LA 0.1.6.b Identify elements of the story including setting, character, and events		P						story elements	identify	character	By the end of Kindergarten
1	LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)			P					characters, setting, events, narrative text	Identify	setting	on-going

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2	LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)				P				elements of narrative text (plot-beginning, middle, end)	identify	plot	Q 1 - on-going
3	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)					P			narrative text, character traits , setting, plot, point of view	identify	point of view, character traits	
4	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)						P	P	Elements of Narrative Text: setting, character development, plot, theme	Identify, Analyze	character development, plot (conflict, resolution) theme	
PK	LA 0.1.6.c (LL.04) Retell information from narrative text including characters, setting, and events	S							information from narrative text	retell		on-going
K	LA 0.1.6.c Retell information from narrative text including characters, setting, and events		S						information from narrative text	retell		By the end of Kindergarten
1	LA 1.1.6.c Retell information from narrative text including characters, setting, and events			P					characters, setting, events	Retell information		on-going
2	LA 2.1.6.c Retell information from narrative text including characters, setting, and plot				P				information from narrative text	retell		Q2 - on-going

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3	LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details					S			narrative text, characters, setting, plot, supporting details	identify, retell, summarize, support	summary	
4	LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details						P	P	Narrative text, character, setting, plot, supporting details	Summarize		
PK	LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	S							author's word use	indicate		on-going
K	LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)		S						author's word use	indicate		on-going
1	LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)			S					author's use of words	identify		on-going
2	LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)				S				rhythm, repeating line, onomatopoeia, alliteration	Explain		Q2 - reading and writing
3	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)					P			simile, alliteration, onomatopoeia, imagery, rhythm	identify, explain	alliteration, onomatopoeia, simile, literary device	

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4	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)						P	P	Literary devices: simile, alliteration, onomatopoeia, rhythm, metaphor, personification, hyperbole , imagery	Identify, Explain	metaphor, personification, hyperbole	
Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.			K	1	2	3	4	5	Content That Will Be Taught (students will know)	Knowledge and Skills (students will be able to)	Vocabulary	When the Standard is Taught
PK	LA 0.1.6.e Retell main ideas from informational text	S							main idea	retell		on-going
K	LA 0.1.6.e Retell main ideas from informational text		S						main idea	retell		on-going
1	LA 1.1.6.e Retell main ideas from informational text			P					main ideas, informational text	Retell main ideas		on-going
2	LA 2.1.6.e Retell and summarize the main idea from informational text				P				main idea from informational text	retell/restate and summarize	summarize, informational text , main idea	
3	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details					P			main idea, supporting details	retell, summarize, support	support	on-going
4	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details						P	P	Informational Text, Main idea, Supporting Details	Retell, Summarize		

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1	LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)			S					informational text and organizational patterns	identify	sequence	on-going
2	LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)				P				organizational patterns in informational text (3-4 events)	identify, sequence, describe, compare/contrast	compare/contrast	Q2 - on-going
3	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)					S			organizational patterns, sequence (5-6 steps) , description, cause and effect, compare/contrast	recognize, apply	organizational patterns	Q1
4	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)						P	P	Informational Text, Knowledge of organizational patterns: description, cause and effect, compare/contrast, fact/opinion, sequence 7-8 steps	Recognize, Apply		
PK	LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)	S							text features	identify		on-going
K	LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)		P						text features	identify	Fiction, non-fiction	By the end of Semester 1

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1	LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)			S					text features	identify	bold print, italic, captions, headings	on-going
2	LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)				P				meaning and information from text features (headings, illustrations, headings, illustrations, table of contents, and captions)	use, locate	text features	Q1 - on-going
3	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)					P			text features, table of contents, maps, charts, illustrations, headings, captions, font/format styles, timelines, diagrams, labels, glossary	identify, apply, comprehend	glossary	Q1 - on-going
4	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)					P	P		Knowledge of text features: glossary, illustrations, headings, captions, font/format styles, timeline, diagrams, labels, maps, charts, tables, graphs, subheadings, index	Apply, Locate, Gain Meaning	charts/tables, graphs, timeline, subheadings	

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PK	LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	S							knowledge of genres	demonstrate		on-going
K	LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)		P						knowledge of genres	demonstrate	Fiction, Non-Fiction	By the end of Semester 1
1	LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)			S					characteristics of narrative and informational text genres	identify		on-going
2	LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)				P				basic characteristics of familiar narrative (fairy tale, nursery rhymes) and informational text genres (How To, All About)	identify	topic, genre	Q1 - book introductions, Q3 - students create how to and all about writing examples

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3	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)					P			narrative genres (realistic fiction, historical fiction, fantasy), informational genres (informational, biography, autobiography), traditional literature, poetry	describe, define	realistic fiction, historical fiction, fantasy, biography, autobiography, genre, narrative	on-going
4	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)						P	S	Characteristics of Narrative and Informational Genres: realistic fiction, fantasy, biography, historical fiction, biographies, autobiography, textbooks, reference materials (dictionary, thesaurus, encyclopedia, atlas), traditional literature: folk tales, tall tale, fable, legend, myth), poetry, stanza , science fiction	Describe, Define	reference materials, traditioanl literature (folktales, tall tales, fable, legend) poetry, stanza	

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PK LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures	S							connections	make connections		on-going
K LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures		P						connections	make connections		By the end of Kindergarten
1 LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures			S					connections , characters, events	make connections	connections: What does this remind you of?	on-going
2 LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures				P				connections between characters or events	compare and contrast	compare/contrast	
3 LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective					S						
4 LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective						S	S	Narrative or Informational text, Multi-cultural perspective	Use, Develop		
Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.		K	1	2	3	4	5	Content That Will Be Taught (students will know)	Knowledge and Skills (students will be able to)	Vocabulary	When the Standard is Taught

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PK LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	S							clarifying questions	generate, answer		on-going
K LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text		S						clarifying questions	generate, answer		on-going
1 LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text			P					Clarifying questions, prior knowledge	Generate and answer, support		on-going
2 LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text				S				literal, inferential, critical questions	Generate and/or answer, use prior knowledge, literal and inferential information	infer	See prompting guide in continuum for each guided reading level.
3 LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text					P			prior knowledge and information from text to answer questions based on Continuum	generate, support	prior knowledge, evidence	

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4	LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text						P	S	Literal, inferential, critical, and interpretive questions, prior knowledge	Generate Questions/Answers, Use		
PK	LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)	S							purposes for reading	identify		on-going
K	LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)		S						purposes for reading	identify		on-going
1	LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)			S					purpose for reading	identify and explain		on-going
2	LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)				S				purpose (information, pleasure, understand)	identify, explain	author's purpose	
3	LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)					S			purpose for reading	identify, explain		
4	LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)						P	P	Purpose for reading: information, pleasure, understanding	Identify, Explain		
PK	LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	S							types of connections	build, activate, identify		on-going

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K LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading		S						types of connections	build, activate, identify		on-going
1 LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading			S					connections and prior knowledge	build and activate prior knowledge, identify connections		on-going
2 LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading				S				prior knowledge, text to self, text to world, text to text	build, activate, identify		
3 LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading					S			text to self, text to text, text to world connections	build, activate, identify, connect		
4 LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading						S	S	Prior knowledge, text to self, text to text, text to world connections	Build, Activate		
1 LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning			P					reading strategies for self-correction	notice, apply strategies		on-going
2 LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning				P				reading strategies for self-correction	notice, apply strategies		on-going

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3					S			comprehension strategies	self-monitor, recognize apply, clarify, confirm, correct	self-monitor	
4						S		Comprehension, Strategies	Self-monitor, Recognize, Apply, Clarify, Confirm, Correct		
		K	1	2	3	4	5	Content That Will Be Taught (students will know)	Knowledge and Skills (students will be able to)	Vocabulary	When the Standard is Taught
PK	S							predictions	make, use		on-going
K		P						predictions	make, use	predictions	By the end of Kindergarten
1			P					appropriate predictions	confirm, make and check predictions		on-going
2				S				predictions: illustrations, personal experience, events, character traits	make, confirm/modify		on going- based on Continuum

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3 LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)					S			predictions before, during, and after reading, text features, text elements	predict, confirm/disconfirm, modify		on-going based on guided reading level in Continuum
4 LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)						P		Before/During/After, Predictions: Title, Topic Sentences, Key words, Font, Foreshadowing Clues	Make, Confirm, Modify		
3 LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation					S			inferences	infer, support		
4 LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation						P	P	Examples and details in a text	Use, Infer		
PK LA 0.1.6.m Respond to text verbally, in writing, or artistically	P							text	respond		on-going
K LA 0.1.6.m Respond to text verbally, in writing, or artistically		P						text	respond		By the end of Kindergarten
1 LA 1.1.6.o Respond to text verbally, in writing, or artistically			S					text	respond		on-going
2 LA 2.1.6.o Respond to text verbally, in writing, or artistically				S				text	respond to verbal, writing, or artistically		
3 LA 3.1.6.p Respond to text verbally, in writing, or artistically					S				respond		on-going

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4	LA 4.1.6.p Respond to text verbally, in writing, or artistically						S	S	Text	Respond: verbally, in writing, artistically		