

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.													
Fluency													
Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.	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 0.1.4.a (CA.01) Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	S							expression reflects meaning	imitate		on-going		
K LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)		S						expression reflects meaning	imitate		on-going		
1 LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension			P					meaningful phrases, natural language, comprehension	read like you are talking		on-going		
2 LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension				S				phrases, clauses and sentences	read like you are talking				
3 LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension					S			natural language, fluency	read fluently, read like talking		on-going		
4 LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension						P	S	Phrases, clauses, sentences	Read, Sound natural, Support comprehension				
1 LA 1.1.4.b Use a core of high-frequency words and phrases			P					high frequency words	read high frequency words		on-going		
2 LA 2.1.4.b Read high-frequency words and phrases accurately and automatically				P				sight words	read accurately and automatically		on-going		
3 LA 3.1.4.b Read words and phrases accurately and automatically					S			fluency, accuracy	read fluently		on-going		
4 LA 4.1.4.b Read words and phrases accurately and automatically						S	S	words, phrases	Read accurately, automatically				

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PK LA 0.1.4.b (CA.01) Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	S							language patterns in reading	imitate		on-going		
K LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)		S						language patterns in reading	imitate		on-going		
1 LA 1.1.4.c Use repeating language patterns when reading			S					language patterns	use patterns when reading		on-going		
1 LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)			S					variations in voice	change their voice to match the text		on-going		
2 LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text				S				voice intonation (volume, tone)	read like you are talking		on-going		
3 LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text					S			conversational tone, volume, emphasis, punctuation	demonstrate, use, pronounce, read fluently		on-going		
4 LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text						S	S	conversational tone: volume, pitch, use of punctuation, meaning of text	demonstrate, reflect meaning				

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PK	LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace	S							familiar text	read, pace		on-going	
K	LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace		S						familiar text	read, pace		on-going	
1	LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text			S					appropriate pacing	read with others		on-going	
2	LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text				S				pace	use, gain, enhance meaning		on-going	
3	LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing					S			varied pace, pause, stress, phrasing	read orally, demonstrate, pause, stress, phrase		on-going	
4	LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style						S	S	oral or silent reading, pace, purpose, text difficulty, form, style	Adjust			