

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.													
Vocabulary													
Students will build literary, general academic, and content specific grade-level vocabulary.		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 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	S							Plural form, singular form	find	word	on-going	
K	LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)		P						Plural form, singular form	find		By the end of Kindergarten	
1	LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)			P					word structure elements, known words, word patterns, plural forms, simple compounds, base words	state meaning of words when used in context	plural, compound word	on-going	
2	LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)				P				<b>contractions, plurals, possessives, noun, verb, adjective, compound word, syllables (1,2, &amp; 3)</b>	Use and determine	noun, verb	on going in reading and writing	
3	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)					P				apply	common/proper, possessives, adverb, adjective	on-going	

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4	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)								word structure elements, known words, word patterns: parts of speech, plurals, possessives, suffixes, prefixes, base and root words	Apply, Determine Meaning	Affix, base/root word , pronoun, conjunction Prefixes: com-/col-, de-, pro-, trans-, inter-, per-, auto-, tele-, multi-, micro-, mega-/megalo, il-/dis-, mis-, cent-/dec-/mon-/mult-/cot-/pent-/poly-quad-/semi-, en-/em- Bases: audi/audit, voc/voke/voice, spec/spect, terr, trac/tract Suffixes: -ible/-able, -ology, -arium/-ary/-orium/-ory, -ar/-or/-er (someone who does), -ify, -tion/-ion, -ly/-ally			
PK	LA 0.1.5.b (HP.02, HP.03, HP.04)Relate new grade-level vocabulary to prior knowledge and use in new situations	S							vocabulary	relate and use			on-going	
K	LA 0.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations		S						vocabulary	relate and use			on-going	
1	LA 1.1.5.b Relate new grade- level vocabulary to prior knowledge and use in new situations			S					vocabulary	relate and use			on-going	

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2	LA 2.1.5.b Relate new grade- level vocabulary to prior knowledge and use in new situations				S				grade level vocabulary	relate, use		on going relevant to unit of study	
3	LA 3.1.5.b Relate new grade -level vocabulary to prior knowledge and use in new situations					S				Define new grade level vocabulary. Relate new grade level vocabulary to prior knowledge. Use new grade level vocabulary in new situations.	Content area vocabulary	on-going	
4	LA 4.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations						S	S	New grade level vocabulary	Relate, Use			
PK	LA 0.1.5.c (LL.02) Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	S							context clues	identify and use	Illustration	on-going	
K	LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words		P						context clues	identify and use	Prediction	By the end of Kindergarten	

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1	LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words			S					context clues and text features	demonstrate and infer		on-going	
2	LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words				P				context clues, text features <b>(illustrations, graphs, titles, bold print)</b>	identify, use, infer	context clues, infer, text features	on-going	
3	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words					P			Context clues, text features (table of contents, glossary, maps, charts, illustrations, headings, captions, font/format styles - bold, italics)	Reread to infer meaning, Apply word, phrase, and sentence clues to help infer meaning of unknown words. Apply text features to help infer meaning of unknown words.	Context clue, text feature, infer	Context clues - Q1	Text features - Ongoing

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4	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words														P	P	Context clues: word, phrase, sentence, paragraph clues, re-reading; Text features: glossary, headings, <b>subheadings</b> , captions	Apply, Infer meaning	subheading, charts/tables, graphs, timeline, reference materials	
PK	LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)									P						categories	Identify, sort	sort	on-going	
K	LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)										S					categories	Identify, sort		By the end of Kindergarten	
1	LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)											P				characteristics of words or items	define, sort, categorize		on-going	
2	LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)												S			patterns and categories, <b>synonyms, antonyms</b> , multiple meaning words	identify	antonym, synonym	on going supported in all content areas (guided reading, shared reading, math, science, and social studies)	
3	LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)													S		synonyms, antonyms, <b>homonyms, multiple meaning words</b>	identify	Homonym	on-going	

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4 LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)						P	P	semantic relationships: patterns and categories, synonyms, antonyms, multiple meanings, <b>homographs, homophones</b>	Identify	homophone, homograph			
PK LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)	S							word meanings	determine		on-going		
K LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)		S						word meanings	determine		on-going		
1 LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)			S					Reference materials and classroom resources	determine and use		on-going		
2 LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)				S				print and digital references	Identify	glossary	year round supported in all content areas (guided reading, shared reading, math, science, and social studies)		
3 LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)					S			Print and digital reference materials, dictionary, glossary	Identify	reference materials	Q2		

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4						S	S	Meaning of print and digital reference materials: dictionary, thesaurus, glossary	Determine, Using				
1			S					Reference materials	locate	alphabetical order	on-going		
2				S				words and reference materials	Locate ( <b>alphabetical order, 2nd letter, 3rd letter</b> )		year round supported in all content areas (guided reading, shared reading, math, science, and social studies)		
3					P			Reference materials, <b>alphabetical order, guide words</b>	locate, alphabetize	guide words	Q2		