

K-3 Language Arts Outcomes Map

Topics	Kindergarten	1st Grade	2nd Grade	3rd Grade
Punctuation	<ul style="list-style-type: none"> o Correctly write own name with upper case first letter and other letters in lower case. o Begin to demonstrate understanding that people's names and the word 'I' begin with an upper case letter. o Demonstrate understanding that most words are written in lower case. o Begin to demonstrate understanding that sentences begin with an upper case letter. o Begin to write simple sentences, sometimes using end punctuation (periods, question marks, and exclamation points). 	<ul style="list-style-type: none"> o Begin sentences with capital letters, appropriate word spacing and end with appropriate punctuation o Identify and correct punctuation errors o Capitalize proper nouns o Recognize and explain the significance of punctuation marks 	<ul style="list-style-type: none"> o Identify different punctuations marks and their uses o Identify, capitalize and punctuate statements and questions o Capitalize appropriate words in a sentence 	<ul style="list-style-type: none"> o Identify, use and edit for proper punctuation <ul style="list-style-type: none"> • Period • Question mark • Exclamation point o Use quotation marks for dialogue o Use commas in occasional, appropriate situations o Identify apostrophes in <ul style="list-style-type: none"> • contractions • possessive nouns
Grammar	<ul style="list-style-type: none"> o Dictate in complete sentences. o Use descriptive words. 	<ul style="list-style-type: none"> o Understanding synonyms, antonyms, homonyms and homophones o Write first and last name o Identify naming parts and action parts in sentences o Identify and write verbs, nouns and adjectives o Distinguish among complete and incomplete sentences 	<ul style="list-style-type: none"> o Identify nouns, verbs and adjectives o Identify and write appropriate verb tenses o Identify and write plural and possessive nouns o Write a complete sentence using a noun, verb and modifiers o Identify complete sentences, fix sentence fragments and recognize run-on sentences 	<ul style="list-style-type: none"> o Students will be able to use and identify these parts of speech <ul style="list-style-type: none"> • Noun • Verb (past, present and future tense) • Adverb • Adjective o Students will be able to write in complete sentences o Students will be able to use and edit for proper capitalization <ul style="list-style-type: none"> • Beginning of a sentence • "I" • Proper nouns • Letter Heading and Closing • Book Titles
Spelling	<ul style="list-style-type: none"> o Write a letter for most consonant and short vowel sounds. o Write words phonemically with letters representing the beginning and ending sounds of the word. 	<ul style="list-style-type: none"> o Identify and correctly spell commonly used sight words o Identify and spells short vowel sounds 	<ul style="list-style-type: none"> o Identify and read beginning and ending consonants o Correctly spell words with double consonants 	<ul style="list-style-type: none"> o Students will be able to use correct spelling of age-appropriate, high-frequency words and phonetic spelling for difficult words o Students will be able to apply these spelling patterns when reading, writing

	<ul style="list-style-type: none"> o Begin to write short vowel sound words using beginning/middle/ending sounds. o Apply letter and sound relationships to spell words the way they sound (“phonetic spelling”). o Begin to correctly spell some simple sight words. 	<ul style="list-style-type: none"> o Identify and spell words with long vowel sound and silent e 	<ul style="list-style-type: none"> o Correctly spell words with a silent e o Recognize proper nouns and capitalize correctly o Identify words spelled incorrectly o Represent with appropriate letters all the sounds of a word when writing 	<p>and editing: short vowel patterns, long vowel patterns, silent e, r-controlled vowels, le and el, doubling middle consonant, silent letters, ow, regular and irregular plurals, s, ing, ed endings, tion ending, possessives, contractions, homophones, homographs, synonyms, antonyms and abbreviations</p> <ul style="list-style-type: none"> o Students will identify root words and begin using suffixes and prefixes correctly
Publishing	<ul style="list-style-type: none"> o Write recognizable letters, most of which are correctly formed, in both upper and lower case. o Write from left to right, and from top to bottom. o Leave spaces between words. o Copy written words and sentences. o With guidance and support, add more information and detail to own work to strengthen it. 	<ul style="list-style-type: none"> o Use neat handwriting o Write phrases for a poster o Write a short letter o Understanding story concepts such as beginning, middle, and end o Write a poem 	<ul style="list-style-type: none"> o Write a story with a beginning, middle and end o Write a story about a specific topic with correct sequencing and supporting sentences o Use neat and readable handwriting o Write, illustrate and publish writing through print o Present a final product <ul style="list-style-type: none"> • read-aloud • display • publish • perform 	<ul style="list-style-type: none"> o Students will be able to write legibly in cursive o Students will be able to write for a variety of purposes (list, describe, entertain, persuade, inform, reflect) o Students will be able to write friendly letters in proper letter format o Students will be able to write paragraphs with an opening sentence, 3 body sentences and a closing. o Students will be able to use poetry characteristics in these forms; free verse, haiku, diamante, and acrostic poetry o Students will be able to write stories with beginning, middle, and end o Students will be able to edit for spelling, punctuation and capitalization and revise the content of drafts for clarity and details
Research Skills	<ul style="list-style-type: none"> o Recite the alphabet and write most of the alphabet in consecutive order. o Use a variety of sources to gather information. o Demonstrate understanding of the meanings of author and illustrator. o Begin to demonstrate understanding 	<ul style="list-style-type: none"> o Use books to find information o Read, comprehend and write fiction and non-fiction 	<ul style="list-style-type: none"> o Use resources to edit and enhance writing <ul style="list-style-type: none"> • dictionaries • word banks • thesauruses 	<ul style="list-style-type: none"> o Students will be able to alphabetize lists of words o Students will be able to use these texts to find words and information <ul style="list-style-type: none"> • Dictionaries • Encyclopedias • Reference Books • Field Guides

	of table of contents, index, and publishing date.			
Genre	<ul style="list-style-type: none"> o Demonstrate understanding of the difference between fiction and nonfiction. 		<ul style="list-style-type: none"> o Read, comprehend and write both fiction and non-fiction texts o Write a short imaginative piece o Write a character description o Students will be able to write letters with a greeting, body of letter and closing 	<ul style="list-style-type: none"> o Students will write in the following genres <ul style="list-style-type: none"> • Fictional stories • book reports • Poetry • Persuasive paragraphs • Friendly letters • Comics • Informational brochures
Style/Craft	<ul style="list-style-type: none"> o Use a combination of drawing, dictating, and emergent writing skills to tell a story, identify feelings, explain experiences, and convey information. o Use a combination of drawing, dictating, and emergent writing skills to describe people, things, places, and events. 	<ul style="list-style-type: none"> o Express thoughts and ideas in writing o Write descriptive words and phrases o Write a four to five sentence paragraph 	<ul style="list-style-type: none"> o Express original ideas clearly in writing o Choose effective and interesting words for writing o Understand and write in paragraphs 	<ul style="list-style-type: none"> o Students will stretch sentences using interesting and descriptive words and phrases o Students will identify and use these writing tools <ul style="list-style-type: none"> • Simile • Metaphor • Alliteration • Onomatopoeia • Exaggeration
Structure & Strategies	<ul style="list-style-type: none"> o Brainstorm ideas for writing. 	<ul style="list-style-type: none"> o Use charts or diagrams to organize thoughts or ideas o Interpret information from diagrams, maps or charts 	<ul style="list-style-type: none"> o Students will generate and organize ideas for writing through prewriting activities <ul style="list-style-type: none"> • Brainstorming • Webbing • Mapping • Drawing • K-W-L charts o Edit a piece of their writing for capitalization, punctuation, organization, clarity, word choice, purpose o Interpret information from charts, diagrams, and maps 	<ul style="list-style-type: none"> o Students will learn to use graphic organizers to organize ideas o Students will be able to plan and summarize beginning, middle, and end of their writing o Students will be able to identify and write with characters, setting, problems, solutions
Listening and Speaking Skills	<ul style="list-style-type: none"> • Speaks clearly. • Speaks at a volume that can be easily heard and understood. • Speaks expressively. 	<ul style="list-style-type: none"> • Speaks clearly. • Speaks at a volume that can be easily heard and understood. • Speaks expressively. 	<ul style="list-style-type: none"> o Asks and responds to questions appropriately (e.g., stays on topic, about the content of the story) o Follows class rules of conversations (e.g. raises hand to speak, takes turns, 	<ul style="list-style-type: none"> Students will be able to <ul style="list-style-type: none"> • recognize when they are confused and ask clarifying questions • contribute to class discussions • listen to a speaker with a strong body, without interrupting and

	<ul style="list-style-type: none"> • Uses level appropriate vocabulary. • Learns and uses new vocabulary. • Uses descriptive words. • Demonstrates ability to speak in complete sentences. • Communicates thoughts, feelings, and ideas. • Tells stories and shares information. • Asks questions. • Engages in conversations with peers and adults. • Contributes to class discussions. • Follows rules of conversation and group discussion such as taking turns, raising hand, and staying on topic. • Listens quietly and respectfully without unnecessary movement, sounds, or side conversations. • Focuses attention on speaker. • Does not interrupt. • Puts hand down when another person is called on. • Pays attention to directions so as to be able to follow them. • Responds to questions. 	<ul style="list-style-type: none"> • Uses level appropriate vocabulary. • Learns and uses new vocabulary. • Uses descriptive words. • Demonstrates ability to speak in complete sentences. • Communicates thoughts, feelings, and ideas. • Tells stories and shares information. • Asks questions. • Engages in conversations with peers and adults. • Contributes to class discussions. • Follows rules of conversation and group discussion such as taking turns, raising hand, and staying on topic. • Listens quietly and respectfully without unnecessary movement, sounds, or side conversations. • Focuses attention on speaker. • Does not interrupt. • Puts hand down when another person is called on. • Pays attention to directions so as to be able to follow them. • Responds to questions. 	<p>doesn't monopolize conversation, includes everyone, focuses attention on speaker)</p> <ul style="list-style-type: none"> ○ Differentiates voice for different settings (e.g. small group settings, presentations) 	<ul style="list-style-type: none"> • while making eye contact respond to questions and comments while giving reasons for opinions • will be able to present his/ her ideas, knowledge or projects with a clear voice and confidence and can use visual aides to prompt recall • interpret nonverbal communication skills (eye contact, facial expressions, intonation, gestures, tone) • follow verbal, written and/or modeled instructions
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