

## K-3 Language Arts Outcomes Map

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

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

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

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