

## Grade K English Language Arts

**A. READING:** Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

**A1 Interconnected Elements:** Comprehension, Vocabulary, *Alphabetics, Fluency*

**Pre-K-2 Performance Indicators & Descriptors**

Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, *alphabetics*, and *fluency*.

- a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.
- b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.
- c. Demonstrate *phonemic awareness* and use *phonics* to decode new words.
- d. Read fluently and accurately with appropriate pacing and expression.

**A2 Literary Texts**

**Pre-K-2 Performance Indicators & Descriptors**

Students read *fiction, nonfiction, drama, and poetry*, within a grade appropriate span of text complexity.

- a. Identify and describe *settings* and *characters*.
- b. Retell the sequence of events and include essential details.
- c. Answer questions about information found directly in the text.
- d. Read dramatic scripts with support.
- e. Read a variety of *poems* with support.

**A3 Informational Texts**

**Pre-K-2 Performance Indicators & Descriptors**

Students read *informational texts*, within a grade appropriate span of text complexity, for different purposes.

- a. Ask and answer relevant questions.
- b. Restate facts from the text.
- c. Follow one-step and two-step written instructions.

**A4 Persuasive Texts**

## Pre-K-2 Performance Indicators & Descriptors

### No performance indicator.

Although no performance indicators are stated, students are expected to have instructional experiences that help them to understand and explain that sometimes authors write to convince readers of something.

### Lewiston Public Schools – Expectations in Reading

- Demonstrate concepts of print.
- Demonstrate the ability to say the opposite of given words and words that mean the same.
- Identify the letters of the alphabet (both capital and lower case) .
- Write the beginning letter of a word/picture.
- Say and count syllables.
- Read all 25 words on the high frequency list.
- Demonstrate phonemic awareness skills at the kindergarten.
- Read fluently at level 3 on the DRA.
- Make logical predictions based on the title and cover of the text.
- Recognize the character, plot and setting.
- Retell a story with particular attention to sequencing.
- Answer literal comprehension questions.
- Read a variety of poems, including nursery rhymes, during shared reading.
- After listening to an informational text, ask and answer appropriate questions.
- Retell facts after listening to an informational text.

**B. WRITING:** Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

### B1 Interconnected Elements

#### Pre-K-2 Performance Indicators & Descriptors

Students use a *writing process* to communicate their ideas.

- a. Select a focus for writing and develop an idea, including a beginning, middle, and end.
- b. Respond to clarifying questions and suggested revisions.
- c. Edit, with assistance, for correct grammar, usage, and mechanics.
- d. Create *legible* final drafts.

### B2 Narrative

### **Pre-K-2 Performance Indicators & Descriptors**

#### **Students write stories that describe an experience.**

- a. Include descriptive details that enable the reader to create mental images.

### **B3 Argument/Analysis**

### **Pre-K-2 Performance Indicators & Descriptors**

#### **Students write to inform an audience on a specific topic.**

- a. Write brief descriptions of objects, people, places, or events.
- b. Record and share, in writing, information that has been gathered.

### **B4 Persuasive**

### **Pre-K-2 Performance Indicators & Descriptors**

#### **Students write to explain likes and dislikes.**

- a. Support opinions with examples.

### **B5 Practical Application**

### **Pre-K-2 Performance Indicators & Descriptors**

#### **Students convey simple needs in writing.**

- a. Write a personal letter.
- b. Complete simple informational forms.
- c. Write one-step and two-step directions for completing a simple task.

## **Lewiston Public Schools – Expectations in Writing**

- Express clear main idea in at least two sentences.
- Meet the standard on the district writing prompt rubric in topic development.
- After conferencing with the teacher, revise writing to include suggested revisions in topic development.
- Write legibly.
- Create writing that includes a picture and sentences that create an image.
- Given a picture, students will write a brief description that can be read by a primary teacher.
- Demonstrate that letters represent sounds in words.

**C. RESEARCH:** Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

### **C1 Research**

#### **Pre-K-2 Performance Indicators & Descriptors**

Students answer research questions by gathering information from *print and non-print sources*.

- a. Follow an established procedure for locating sources appropriate to reading level.
- b. Collect information for a specific purpose.
- c. Organize findings.
- d. Share information gathered using oral and visual examples.

## **Lewiston Public Schools – Expectations in Research**

- There are no local expectations in research for kindergarten students.

**D. LANGUAGE:** Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

### **D1 Grammar and Usage**

#### **Pre-K-2 Performance Indicators & Descriptors**

Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.

- a. Identify and use nouns and verbs correctly.
- b. Use simple sentences.

### **D2 Mechanics**

#### **Pre-K-2 Performance Indicators & Descriptors**

Students apply the rules of capitalization, punctuation, and spelling to communicate.

- a. Use commas in the greeting and closure of a letter and in dates.
- b. Capitalize proper nouns and words at the beginning of sentences.

- c. Use periods, question marks, and exclamation points.
- d. Spell high frequency grade-level words.
- e. Use *phonics* patterns to aid in spelling.

## **Lewiston Public Schools – Expectations in Language**

- After conferencing with the teacher, revise writing to include revisions in mechanics.
- Meet the standard on the district writing prompt rubric in conventions.
- Write first and last name with all lower case letters except the first one.
- Use capital letters at the beginning of sentences.
- Use punctuation at the end of sentences.
- Spell 25 high frequency words correctly.

### **E. LISTENING AND SPEAKING: Students listen to comprehend and speak to communicate effectively.**

#### **E1 Listening**

##### **Pre-K-2 Performance Indicators & Descriptors**

##### **Students use early active listening skills.**

- a. Ask relevant questions at appropriate times.
- b. Converse without interrupting.
- c. Follow one-step and two-step oral instructions.

#### **E2 Speaking**

##### **Pre-K-2 Performance Indicators & Descriptors**

##### **Students use speaking skills to communicate.**

- a. Make clear requests at appropriate times.
- b. Make simple presentations using eye contact.
- c. Use voice level appropriate to the situation.
- d. Share stories and information and support opinions using oral and visual examples.

## **Lewiston Public Schools – Expectations in Listening and Speaking**

- Speak in complete sentences.
- Listen to conversations and stories without interrupting.
- Use appropriate voice level in class.

- Follow two-step oral directions

**F MEDIA:** Students recognize and can explain the effects that both *print and non-print sources* have on listeners, viewers, and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

### **F1 Analysis of Media**

#### **Pre-K-2 Performance Indicators & Descriptors**

**Students understand that there are differences among the kinds of information in different forms of media.**

- a. Identify the different types of media in the daily lives of most people.
- b. Describe their reactions to a variety of *print and/or non-print sources*.

### **Lewiston Public Schools – Expectations in Media**

- There are no local expectations in media for kindergarten students.