

# K – Grade 2 Curriculum



Gorham Public Schools  
 Kindergarten – Grade 2  
 English Language Arts Curriculum

**I=introduce; P=practice; M=meet; T=test/assess**

## Standard 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*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of <i>comprehension, vocabulary, alphabetics, and fluency.</i></b>			
a. Students use comprehension strategies to understand texts within a grade appropriate span of text complexity.	I	P	M
b. Students develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.		I	P
c. Students demonstrate <i>phonemic awareness</i> and use <i>phonics</i> to decode new words.	I/P	P	M
d. Students read fluently and accurately with appropriate pacing and expression.	I	P/M	P/M
e. Students demonstrate comprehension by making logical predictions based on text or stating connections made.	I	P/M	P/M



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*A2. Literary Texts*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.</b>			
a. Students identify and describe <i>settings</i> and <i>characters</i> .	I/P	P/M	P/M
b. Students retell the sequence of events and include essential details.	I/P	P/M	P/M
c. Students answer questions about information found directly in the text.	I/P	P/M	P/M
d. Students read dramatic scripts with support.		I	P
e. Students read a variety of poems with support.	I/P	M	M

*A3 – Informational Texts*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students read <i>informational texts</i>, within a grade appropriate span of text complexity, for different purposes.</b>			
a. Students ask and answer relevant questions.	I	P	P
b. Students restate facts from the text.	I	P	M
c. Students follow one and two step written instructions.		I/P	P/M

*A4 – Persuasive Texts*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
No Performance Indicators – students are expected to have <i>instructional experiences</i> that help them to understand and explain that sometimes authors write to convince readers of something			



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**Standard 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*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students use a <i>writing process</i> to communicate their ideas.</b>			
a. Students select a focus for writing and develop an idea, including a beginning, middles and end.		I	P
b. Students respond to clarifying questions and suggested revisions.		I	P
c. Students edit, with assistance, for correct grammar, usage, and mechanics.		I	P
d. Students create <i>legible</i> final drafts.			I

*B2 - Narrative*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students write stories that describe an experience.</b>			
a. Students include descriptive details that enable the reader to create mental images.		I	P



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*B3 – Argument/Analysis Expository*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students write to inform an audience on a specific topic.</b>			
a. Students write brief descriptions of objects, people, places or events.		I	P
b. Students record and share, in writing, information that has been gathered.		I	P

*B4 – Persuasive Expository*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students write to explain likes and dislikes.</b>			
a. Students support opinions with examples.			I

*B5 – Practical Application*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students convey simple needs in writing</b>			
a. Students write a personal letter.		I	P
b. Students complete simple informational forms.		I	P
c. Students write one-step and two-step directions for completing a simple task.		I	P



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**Standard 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*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students answer research questions by gathering information from <i>print</i> and <i>non-print</i> sources.</b>			
a. Students follow an established procedure for locating sources appropriate to reading level.		I	P
b. Students collect information for a specific purpose.		I	P
c. Students organize findings.		I	P
d. Students share information gathered using oral and visual examples.		I	P



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**Standard 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*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.</b>			
a. Students identify and use nouns and verbs correctly.		I/P	M
b. Students use simple sentences.	I	P	M

*D2 - Mechanics*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students apply the rules of capitalization, punctuation, and spelling to communicate.</b>			
a. Students use commas in the greeting and closure of a letter and in dates.	I	P	M
b. Students capitalize proper nouns and words at the beginning of sentences.	I	P	M
c. Students use periods, question marks and exclamation points.	I	P	M
d. Students spell high frequency grade-level words.	M	M	M
e. Students use <i>phonics</i> patterns to aid in spelling.		I	P



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**Standard E: LISTENING AND SPEAKING**

Students listen to comprehend and speak to communicate effectively.

*E1 – Listening*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students use early active listening skills.</b>			
a. Students ask relevant questions at appropriate times.	I	P	P
b. Students converse without interrupting.	I	P	P
c. Students follow one-step and two-step oral instructions.	I	P	M

*E2 - Speaking*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students use speaking skills to communicate.</b>			
a. Students make clear requests appropriate at times.	I	P	M
b. Students make simple presentations using eye contact.	I	P	M
c. Students use voice level appropriate to the situation.	I	P	M
d. Students share stories and information and support opinions using oral and visual examples.		I	P



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**Standard 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*

<b>Performance Indicators and Descriptors</b>	<b>K</b>	<b>1</b>	<b>2</b>
<b>Students understand that there are differences among the kinds of information in different forms of media.</b>			
a. Students identify the different types of media in the daily lives of most people.	I	P	M
b. Students describe their reactions to a variety of <i>print</i> and/or <i>non-print</i> sources.	I	P	M