

# Massachusetts English Language Arts Curriculum Frameworks PreK-K

## Language Strand

### GENERAL STANDARD 1: Discussion

#### GRADES PREK–2

1.1 Follow agreed-upon rules for discussion (*raising one’s hand, waiting one’s turn, speaking one at a time*).

### GENERAL STANDARD 2: Questioning, Listening, and Contributing\*

#### GRADES PREK–2

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

*For example, students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do.*

### GENERAL STANDARD 3: Oral Presentation\*

#### GRADES PREK–2

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

3.2 Maintain focus on the topic.

*For example, students explain to the class why an object they bring from home is important to them.*

### GENERAL STANDARD 4: Vocabulary and Concept Development

#### GRADES PREK–K

4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).

4.2 Describe common objects and events in general and specific language.

### GENERAL STANDARD 5: Structure and Origins of Modern English

#### GRADES PREK–2

5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

5.2 Recognize that the names of things can also be the names of actions (*fish, dream, run*).

5.3 Identify correct capitalization for names and places (*Janet, I, George Washington, Springfield*), and correct capitalization and commas in dates (*February 24, 2001*).

5.4 Identify appropriate end marks (*periods, question marks*).

### GENERAL STANDARD 6: Formal and Informal English

#### PREK–2

6.1 Identify formal and informal language in stories, poems, and plays.

# Reading and Literature Strand

## GENERAL STANDARD 7: Beginning Reading

### GRADES PREK–K

\*7.1 Demonstrate understanding of the forms and functions of written English:

- recognize that printed materials provide information or entertaining stories;
- know how to handle a book and turn the pages;
- identify the covers and title page of a book;
- recognize that, in English, print moves left to right across the page and from top to bottom;
- identify upper- and lower-case letters;
- recognize that written words are separated by spaces;
- recognize that sentences in print are made up of separate words.

\*7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated:

- understand that a sound is a phoneme, or one distinct sound;
- understand that words are made up of one or more syllables;

*For example, students clap syllables to represent syllables in words.*

- recognize and produce rhyming words;

*For example, students sing songs, recite nursery rhymes, and play rhyming word games.*

- identify the initial, medial, and final sounds of a word;

- blend sounds to make words.

\*7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:

- know that there is a link between letters and sounds;
- recognize letter-sound matches by naming and identifying each letter of the alphabet;
- understand that written words are composed of letters that represent sounds;
- use letter-sound matches to decode simple words.

## GENERAL STANDARD 8: Understanding a Text

### GRADES PREK–K

#### For imaginative/literary texts:

8.1 Make predictions using prior knowledge, pictures, and text.

*For example, students and their teacher read together Jump, Frog, Jump, by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next.*

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

#### For informational/expository texts:

8.4 Make predictions about the content of the text using prior knowledge and text features (*title, captions, illustrations*).

8.5 Retell important facts from a text heard or read.

## GENERAL STANDARD 9: Making Connections

### PREK–2

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

*For example, students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.*

9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (*alphabet books, nursery rhymes, counting books*).

## GENERAL STANDARD 10: Genre

### GRADES PREK–2

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature. (See Glossary for definitions.)

*For example, the teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals.*

*They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss what they learned from each form of literature.*

## GENERAL STANDARD 11: Theme

### GRADES PREK–2

11.1 Relate themes in works of fiction and nonfiction to personal experience.

*For example, students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories, and compare their own experiences in original art and stories.*

### GRADES 3–4

(Continue to address earlier standard as needed and as it applies to more difficult texts.)

11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.

*For example, students read Aesop fables, folktales from several countries, and Greek myths and discuss the lessons the stories demonstrate.*

## GENERAL STANDARD 12: Fiction

### GRADES PREK–2

12.1 Identify the elements of plot, character, and setting in a favorite story.

## GENERAL STANDARD 13: Nonfiction

### GRADES PREK–2

13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).

13.2 Identify and use knowledge of common graphic features (illustrations, type size).

13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.

13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.

13.5 Restate main ideas and important facts from a text heard or read.

## GENERAL STANDARD 14: Poetry

### GRADES PREK–2

14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.

*For example, students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.*

## GENERAL STANDARD 15: Style and Language

### GRADES PREK–2

15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.

*For example, students respond to a poem read aloud and decide what senses they use to understand images such as “The sky is wrinkled.”*

## GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature

### GRADES PREK–2

16.1 Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, lullabies*) read aloud.

16.2 Retell or dramatize traditional literature.

16.3 Identify and predict recurring phrases (*Once upon a time*) in traditional literature.

## GENERAL STANDARD 17: Dramatic Literature

### GRADES PREK–2

17.1 Identify the elements of dialogue and use them in informal plays.

## GENERAL STANDARD 18: Dramatic Reading and Performance

### GRADES PREK–2

18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

*For example, students practice voice control and diction and give oral presentations of their favorite stories to their classmates.*

## Composition Strand

### GENERAL STANDARD 19: Writing

**GRADES PREK–K**

**For imaginative/literary writing:\***

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

**For informational/expository writing:**

19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.

*For example, Kindergartners draw pictures showing how they planted daffodil bulbs in the school garden and as a group, put the pictures into chronological order.*

19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order.

### GENERAL STANDARD 20: Consideration of Audience and Purpose

**GRADES PREK–2**

20.1 Use a variety of forms or genres when writing for different purposes.

*For example, students describe an object in a sentence, and then they work together to create a two-line rhyming description using the same information, and discuss the differences.*

### GENERAL STANDARD 21: Revising

**GRADES PREK–2**

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

*For example, after hearing classmates' comments on what they find puzzling or missing in first drafts of their stories, students add key pieces of information in a second draft.*

### GENERAL STANDARD 22: Standard English Conventions

**PREK–K**

22.1 Print upper- and lower-case letters of the alphabet.

### GENERAL STANDARD 23: Organizing Ideas in Writing

**GRADES PREK–2**

23.1 Arrange events in order when writing or dictating.

*For example, Kindergarten students organize captioned illustrations in their class report on how seeds grow.*

23.2 Arrange ideas in a way that makes sense.

*For example, students preparing to describe their favorite animal put ideas about the animal's appearance in one group of sentences and ideas about behavior in another group of sentences.*

### GENERAL STANDARD 24: Research

**GRADES PREK–2**

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

### GENERAL STANDARD 25: Evaluating Writing and Presentations

**GRADES PREK–2**

25.1 Support judgments about classroom activities or presentations.

*For example, during Show and Tell, students respond to the speaker by talking about the parts of the speaker's presentation that they liked the most and explaining why they thought these parts were interesting.*

## Media Strand

### GENERAL STANDARD 26: Analysis of Media

#### GRADES PREK–2

26.1 Identify techniques used in television (*animation, close-ups, wide-angle shots, sound effects, music, graphics*) and use knowledge of these techniques to distinguish between facts and misleading information.

*For example, students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.*

### GENERAL STANDARD 27: Media Production

#### GRADES PREK–2

27.1 Create radio scripts, audiotapes, or videotapes for display or transmission.

*For example, students make audio recordings of poems in which each child reads an alternating verse.*