

Mandan Public School District

Language Arts

Mandan Public Schools

K-5 Language Arts Curriculum



2009

Table of Contents

Preface	3
Writing Committee Members	4
Vision, Mission, Slogan and Philosophy.....	4
Philosophy of the K-5 Language Arts Curriculum	5
K-5 Language Arts Curriculum Codes.....	5
K-5 Language Arts Curriculum	6
Kindergarten.....	6
First Grade	9
Second Grade	12
Third Grade.....	15
Fourth Grade	19
Fifth Grade.....	23
K-5 Language Arts Curriculum	27
Standard 1: Students engage in the research process	27
Standard 2: Students engage in the reading process.....	30
Standard 3: Students engage in the writing process	35
Standard 4: Students engage in the speaking and listening process.....	40
Standard 5: Students understand media.....	42
Standard 6: Students understand and use principles of language	44
Appendix A: 21 st Century Skills.....	46
Appendix B: Language Arts Essential Agreements.....	50

Preface

The Mandan Public Schools K-5 Language Arts Curriculum Committee revised and updated the 2002 Mandan Public Schools K-5 Language Arts Curriculum. This revision involved using the current 2005 North Dakota English Language Arts Content and Achievement Standards

Each of these specific benchmarks was identified by a coding system used to identify more specifically what is being done with each benchmark. The following coding system was employed to convey this:

I – Introduce

D – Develop

M – Master.

Once a benchmark is to be mastered, this I, D, M coding was no longer indicated. Anything beyond the master level we assume that reinforcement will occur.

Some benchmarks were very similar from one grade to the next grade except for one or more new concepts being added. When this happened, the benchmark would then be coded I/D. When this occurred, the new concept added to the benchmark is both underlined and bolded. In this manner one can easily identify which concepts in the benchmark are introduced for the first time.

The K-5 Language Arts Curriculum Committee was very interested in making the K-5 Language Arts Curriculum as user friendly as possible. As a result, the committee decided to list the curriculum in 2 ways. First, the curriculum is listed by grade. Second, the curriculum is presented with standards and benchmarks down the left-side and all the grades K-5 are listed across the top. In this way one can get a better sense of the standards and benchmarks over multiple grades on a single page.

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and the Mandan Public Schools K-5 Language Arts Curriculum. Not all of the 21st Century Skills are addressed by the Mandan Public School's K-5 Language Arts Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to which grades, standards and benchmarks. If someone else did the match, we would expect slightly different results.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address all of the 21st Century Skills. For more information the 21st Century Skills website can be found at <http://www.21stcenturyskills.org>.

I thank the K-5 Language Arts Curriculum Committee for their energetic and diligent efforts in working together on this curriculum committee. I also thank all of the K-5 staff for reviewing the updated K-5 Language Arts Curriculum and providing feedback. We are indeed fortunate to have such dedicated hardworking professionals in our school district.

Dr. Gaylynn Becker, Curriculum/Data Coordinator

Mandan Public Schools 2008 K-5 Language Arts Curriculum Writing Committee Members

<u>Name</u>	<u>Building</u>	<u>Area</u>
Sara Hills	Ft. Lincoln Elementary School	Kindergarten
Kim Walters	Custer Elementary School	Kindergarten
Faye Rodgers	Roosevelt Elementary School	1 st Grade
LaVonne Doll	Ft. Lincoln Elementary School	1 st Grade
Trisha Eggert	Custer Elementary School	2 nd Grade
Jill Vallejo	Mary Stark Elementary School	2 nd Grade
Kim Franz	Mary Stark Elementary School	3 rd Grade
Cathy Danielson	Roosevelt Elementary School	3 rd Grade
Jean Thompson	Lewis & Clark Elementary School	4 th Grade
Michelle Hoovestol	Custer Elementary School	4 th Grade
Tiffany Moos	Mary Stark Elementary School	5 th Grade
Al Shreve	Lewis & Clark Elementary School	5 th Grade
Jerri Carlson	Roosevelt Elementary School & Mary Stark Elementary School	Literacy Coach
Colleen Garland	Lewis & Clark Elementary School & Custer Elementary School	Literacy Coach
Heather Hagens	Ft. Lincoln Elementary School	Title I
Sue Howie	Lewis & Clark Elementary School	Special Education
Meghan Kleven	Mary Stark Elementary School	Special Education
Kris Vogel	Ft. Lincoln Elementary School	Title I/Literacy Coach
LouAnn Nider	Mandan Public School Board	School Board
Dr. Gaylynn Becker	District Curriculum Coordinator	K-12 Curriculum

Vision, Mission, Slogan and Philosophy

The Mandan Public School District’s vision is **“Empowering excellence.”** Its mission is **“Empowering every student to lead a productive life and positively contribute to society.”** Its slogan is **“Mandan Schools: Where the Best Begin.”**

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students’ health, safety, and personal well being.

Philosophy of the K-5 Language Arts Curriculum is:

1. Language Arts teachers have a responsibility to accept all students at their levels of ability and to develop those abilities to the fullest extent possible.
2. The goal of the reading program is to develop readers who choose to read, who comprehend and understand what they read, and who use reading as a means of enriching and extending their personal, social, academic and career lives. This goal is achieved through the combined efforts of the school, parents and community.
3. Reading, listening, speaking and writing are controlled by the thinking process; therefore, the language arts program should emphasize and develop critical thinking skills.
4. A sequential language arts curriculum for grades K-12 is essential.
5. An appreciation for varied literary forms should be developed for all students.
6. Students should be given the skills to use writing as an effective form of communication, and for the appropriate purpose and audience.

K-5 Language Arts Curriculum Codes

I – Introduce

D – Develop

M – Master

Anything beyond the mastery level we assume that reinforcement will occur.

Underlined and **bolded** concepts within a benchmark signify that these portions of the benchmark are new to this grade level. When a new concept is added to a previously existing benchmark, we coded the benchmark with an “I” as the new concept is introduced within that particular benchmark.

K-5 Language Arts Curriculum

Kindergarten

<p>Standard 1:</p> <p>Students engage in the research</p> <p>Process</p>	Kindergarten
PLANNING RESEARCH	
K.1.1 Chose questions and ideas related to a topic of study	I
ORGANIZING INFORMATION	
K.1.2 Use developmentally appropriate reference tools to gather information; e.g., picture dictionary, ABC chart, nonfiction books	I
<p>Standard 2:</p> <p>Students engage in the reading</p> <p>Process</p>	Kindergarten
LITERARY/INFORMATIONAL GENRES	
K.2.1 Recognize a variety of genres; i.e., fiction, nonfiction, fairy tales, poetry, and nursery rhymes	I
K.2.2 Identify the elements of a fiction text; i.e., character, setting, events, and ending	I
K.2.3 Demonstrate book handling knowledge; i.e., locate front of book, beginning and end of sentence and story	I/D
K.2.4 Demonstrate early reading behaviors; i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods, and question marks, using authentic texts	I/D
K.2.5 Differentiate between fiction and non-fiction text features	I
K.2.6 Recognize various types of nonfiction books; i.e., newspapers, magazines, picture dictionaries, and other developmentally appropriate reference materials	I
PHONOLOGICAL/PHONEMIC AWARENESS	
K.2.7 Identify and manipulate individual phonemes (sounds) in a one syllable word (distinguishing initial and final consonant sounds and vowel sounds) /h/-/a/-/t/	I
K.2.8 Blend individual phonemes to make a one syllable word	I
K.2.9 Separate a one syllable word into its parts, onset and rime	I
K.2.10 Identify and create rhyming words	I

Mandan Public Schools
K-5 Language Arts Curriculum

K.2.11 Know that words make up sentences and syllables make up words	I
PHONICS/WORD RECOGNITION	
K.2.12 Recognize the relationship between letters and their sounds	I/D
K.2.13 State sounds for all letters in isolation	I/D/M
K.2.14 Know that letters go together to make words	I/D
K.2.15 Use knowledge of phonics to decode words	I/D
K.2.16 Identify and name upper and lower case letters	I/D/M
COMPREHENSION/READING STRATEGIES FOR MEANING	
K.2.17 Make and confirm/disconfirm predictions about what will happen in a story	I
K.2.18 Recall/retell information in sequence	I
K.2.19 State text-to-self connection	I/D
PURPOSES FOR READING	
K.2.20 Use reading to be informed and/or entertained with shared reading texts; e.g., big books, charts, poems, guided reading books	I/D
Standard 3: Students engage in the writing process	Kindergarten
PREWRITING	
K.3.1 Identify audience and purposes for writing	I
K.3.2 Discuss ideas drawn from personal experience	I/D
K.3.3 Use developmentally appropriate tools for prewriting; e.g., ABC chart, word walls, environmental print	I/D
DRAFTING	
K.3.4 Write from left to right	I/D
K.3.5 Use consonant sounds at beginnings and ends of words	I/D
K.3.6 Use some easy-to-hear vowels	I/D
K.3.7 Use spaces to separate words	I/D
K.3.8 Incorporate developmentally appropriate vocabulary in writing	I/D
K.3.9 Communicate meaning through drawing; 3.g., setting, characters	I/D
K.3.10 Match story with drawing	I/D
K.3.11 Read their own writing	I/D
PUBLICATION/PRESENTATION	
K.3.12 Share published work with peers, teachers, and family members	I/D

<p>Standard 4:</p> <p>Students engage in the speaking and listening process</p>	<p>Kindergarten</p>
<p>VERBAL AND NONVERBAL COMMUNICATION</p>	
<p>K.4.1 Use developmentally appropriate speaking vocabulary, including words that describe people, places, things, locations, and actions</p>	<p>I/D</p>
<p>K.4.2 Actively listen to the speaker</p>	<p>I/D</p>
<p>K.4.3 Follow one and two step directions</p>	<p>I/D/M</p>
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p>	
<p>K.4.4 Respond to peers in conversations</p>	<p>I/D</p>
<p>K.4.5 Take turns speaking in conversations</p>	<p>I/D</p>
<p>K.4.6 Formulate and respond appropriately to questions</p>	<p>I/D</p>
<p>Standard 5:</p> <p>Students understand media</p>	<p>Kindergarten</p>
<p>MEDIA GENRES</p>	
<p>K.5.1 Identify existing and developing media; i.e., books, newspapers, television, and computer programs</p>	<p>I/D</p>
<p>Standard 6:</p> <p>Students understand and use principles of language</p>	<p>Kindergarten</p>
<p>LANGUAGE CONVENTIONS/MECHANICS</p>	
<p>K.6.1 Use sentences to convey a message</p>	<p>I/D</p>
<p>k.6.2 Use conventions of punctuation, i.e., period</p>	<p>I/D</p>
<p>k.6.3 Use pre-phonemic knowledge, letter sounds, knowledge of letter names, and commonly used words to spell independently</p>	<p>I/D</p>

K-5 Language Arts Curriculum

First Grade

Standard 1:	1st Grade
Students engage in the research Process	
PLANNING RESEARCH	
1.1.1 Choose a research topic	I
1.1.2 Formulate questions related to a topic of study	I
ORGANIZING INFORMATION	
1.1.3 Locate and gather information from a variety of print and technological resources	I
PRESENTING INFORMATION	
1.1.4 Share items and/or information related to a topic	I/D
EVALUATION	
1.1.5 Use self-assessment tools to evaluate presentation; e.g., checklist, pictorial (smiley/sad face)	I
Standard 2:	
Students engage in the reading Process	
LITERARY/INFORMATIONAL GENRES	
1.2.1 Read a variety of genres; i.e., fiction, folk tales, poetry, and <u>nonfiction-informational*</u>	I/D
1.2.2 Explain elements of a story; i.e., characters, events, setting, and ending	I/D
PHONOLOGICAL/PHONEMIC AWARENESS	
1.2.3 Identify and manipulate individual sounds in words	D/M
1.2.4 Isolate and say the first, medial, or last sound in a word	D/M
1.2.5 Break or separate a word into parts – onset and rime	D/M
1.2.6 Identify and create rhymes	D/M
PHONICS/WORD RECOGNITION	
1.2.7 Apply knowledge of letter/sound relationship	M
1.2.8 Use knowledge of phonics to decode words	M
COMPREHENSION/READING STRATEGIES FOR MEANING	
1.2.9 Make and confirm predictions about what will happen in a story	D
1.2.10 Recall/retell details/events in sequence	D
1.2.11 Make text-to-self and <u>text-to-text</u> connections	I/D
1.2.12 Use strategies to monitor comprehension; e.g., reread, check picture, think	I/D

Mandan Public Schools
K-5 Language Arts Curriculum

about the story to determine what makes sense	
1.2.13 Locate the main idea and identify supporting details of a text	I
1.2.14 Read a variety of vocabulary embedded in authentic text	I/D
1.2.15 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	I/D
PURPOSES FOR READING	
1.2.16 Use reading to be informed and/or entertained	D
Standard 3: Students engage in the writing process	1st Grade
PREWRITING	
1.3.1 Recognize a variety of purposes for writing, i.e., inform, entertain	I/D
1.3.2 Discuss a variety of purposes for writing, i.e., inform, entertain	I/D
1.3.3 Write about familiar topics and ideas	I/D
DRAFTING	
1.3.4 Write frequently for a variety of purposes; e.g., lists, journals, personal narratives	I/D
1.3.5 Compose at least three sentences about a single idea	I/D
1.3.6 Produce an organized piece with a beginning, middle, and end	I
1.3.7 Include supporting details in written work	I
1.3.8 Select descriptive language to add interesting details to a story	I
1.3.9 Write known words fluently	I/D
1.3.10 Write left to right across more than one line	M
1.3.11 Consistently use spacing to separate words	M
REVISING	
1.3.12 Reread written work to check for meaning, ideas, word choice, and organization	I
EDITING	
1.3.13 Reread written work to check for spelling of known words and punctuation; e.g., periods, question marks, exclamation points	I
1.3.14 Choose grade-level appropriate tools for writing; i.e., dictionary, thesaurus, word wall, environmental print	I/D
PUBLICATION/PRESENTATION	
1.3.15 Share published piece with peers, teachers, and family members	D
Standard 4: Students engage in the speaking and listening process	1st Grade
VERBAL AND NONVERBAL COMMUNICATION	
1.4.1 Use developmentally appropriate speaking vocabulary	D

Mandan Public Schools
K-5 Language Arts Curriculum

1.4.2 Actively listen to the speaker	D
1.4.3 Follow two and three step directions	I/D/M
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
1.4.4 Stay on topic while speaking	I/D
1.4.5 Take turns speaking in conversation	D
1.4.6 Formulate and respond appropriately to questions	D
Standard 5: Students understand media	1st Grade
MEDIA GENRES	
1.5.1 Identify existing and developing media; i.e., radio, film, and electronic sources	D
Standard 6: Students understand and use principles of language	1st Grade
LANGUAGE CONVENTIONS/MECHANICS	
1.6.1 Use sentences to convey a message	D
1.6.2 Use developmentally-appropriate parts of speech; i.e., proper and common nouns, singular and plural nouns, pronouns, and verbs	I
1.6.3 Use developmentally-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles	I
1.6.4 Use developmentally-appropriate conventions of punctuation; i.e., period, comma, question mark, exclamation marks	D
1.6.5 Use developmentally-appropriate principles of spelling; i.e., inventive spelling, commonly used words in writing	I/D

* Signifies that the underlined and bolded concepts are first introduced at this grade

K-5 Language Arts Curriculum

Second Grade

Standard 1:	
Students engage in the research Process	2nd Grade
PLANNING RESEARCH	
2.1.1 Choose a research topic	D
2.1.2 List questions related to a topic of study	D
ORGANIZING INFORMATION	
2.1.3 Use a variety of reference tools to access information; i.e., tables of contents, dictionaries, Internet	I
PRESENTING INFORMATION	
2.1.4 Report on a topic orally or in written format	D
EVALUATION	
2.1.5 Use self-assessment tools to evaluate presentation; e.g., checklist, rubric, pictorial	D
Standard 2:	
Students engage in the reading Process	2nd Grade
LITERARY/INFORMATIONAL GENRES	
2.2.1 Read a variety of genres; i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies	D
2.2.2 Describe the elements of a fiction text; i.e., setting, characters, events, problem, and resolution/solution	M
2.2.3 Describe the features of a non-fiction text; i.e., table of contents, index, topic headings, bold-faced words, glossary	I
PHONICS/WORD RECOGNITION	
2.2.4 Apply knowledge of letter/sound relationships when reading, including consonant blend and long and short vowel patterns	M M
2.2.5 Use knowledge of phonics to decode words with a variety of spelling patterns	
COMPREHENSION/READING STRATEGIES FOR MEANING	
2.2.6 Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots	M
2.2.7 Recall/retell details/events in sequence	M
2.2.8 Relate text-to-self, text-to-text, and text-to-world connections	I/D/M
2.2.9 Use strategies to monitor comprehension; e.g., reread, read on , check the	I/D/M

picture, think about the story to determine what would make sense and <u>sound right</u>	
2.2.10 Use strategies to <u>improve</u> comprehension; e.g., summarize, fact and opinion, compare and contrast inferences, drawing conclusions, and questioning, clarify	I/D
2.2.11 Locate the main idea and identify supporting details of a text	D
2.2.12 Use meaning, syntax, and phonics clues to decode new words when reading	D
2.2.13 Read a variety of vocabulary embedded in authentic text	D
2.2.14 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	D
PURPOSES FOR READING	D
2.2.15 Use reading to be informed, <u>persuaded</u> , and entertained	I/D
Standard 3: Students engage in the writing process	2nd Grade
PREWRITING	
2.3.1 Select a purpose for writing; i.e., inform, entertain, or <u>persuade</u>	I/D
2.3.2 Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references	I
2.3.3 Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers	I
2.3.4 Use a specific genre to match the purpose; i.e., personal, expository, narrative, informational, journal writing	I
DRAFTING	
2.3.5 Spell many words conventionally	M
2.3.6 Incorporate vocabulary into writing	D
2.3.7 Write over time to produce longer more complex texts	I/D D
2.3.8 Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing	
REVISING	
2.3.9 Check written work for meaning and syntax	D
2.3.10 Analyze written work for ideas, word choice, and organization	D
EDITING	
2.3.11 Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization	D
2.3.12 Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts	D
FINAL DRAFT	
2.3.13 Compose written text that demonstrates understanding of purpose and audience	D
PUBLICATION/PRESENTATION	
2.3.14 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric	I
2.3.15 Share final copy with peers, teachers, and/or family members	D

Standard 4:	
Students engage in the speaking and listening process	2nd Grade
VERBAL AND NONVERBAL COMMUNICATION	
2.4.1 Use grade-appropriate speaking vocabulary	D
2.4.2 Actively listen to the speaker	M
2.4.3 Follow multiple step directions	M
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
2.4.4 Take turns speaking in conversation	M
2.4.5 Stay on topic while speaking	M
2.4.6 Participate as an active listener and speaker in any group discussion	I
Standard 5:	
Students understand media	2nd Grade
MEDIA GENRES	
2.5.1 Identify existing and developing media	D
2.5.2 Use appropriate media genres for a variety of reading and writing purposes	D
2.5.3 Recognize the purposes of common types of media; e.g., books, magazines, newspapers, television, electronic sources	I/D
INTERPRETING MEDIA	
2.5.4 Analyze the main idea and supporting details of a media message such as an advertisement	I
2.5.5 Describe main characters, the setting, and the sequence of events in media content	I
Standard 6:	
Students understand and use principles of language	2nd Grade
LANGUAGE CONVENTIONS/MECHANICS	
2.6.1 Use sentences to convey a message	M
2.6.2 Use parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs	I/D
2.6.3 Recognize the subject and predicate of a sentence	I
2.6.4 Use capitalization; i.e., proper nouns, beginning or sentences, titles	D
2.6.5 Use conventions of punctuation; i.e., period, question mark, exclamation marks, commas, quotation marks	I/D
2.6.6 Use principles of spelling	D

* Signifies that the underlined and bolded concepts are first introduced at this grade

K-5 Language Arts Curriculum

Third Grade

Standard 1:	
Students engage in the research Process	3rd Grade
PLANNING RESEARCH	
3.1.1 Select a research topic	M
3.1.2 Generate questions about a research topic	M
3.1.3 Develop a plan for researching a topic in a specific area of study	I
ACCESSING INFORMATION	
3.1.4 Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, videos, interviews, cassette recordings , Internet	I/D
EVALUATING RESEARCH INFORMATION	
3.1.5 Identify accurate information related to a selected research topic or project	I
ORGANIZING RESEARCH INFORMATION	
3.1.6 Use note-taking strategies to organize information	I I
3.1.7 Develop and record information gathered; e.g., reports, brochures, posters, etc.	
PRESENTATION AND EVALUATION	
3.1.8 Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers	D
3.1.9 Evaluate a research process and presentation using a rubric	D
Standard 2:	
Students engage in the reading Process	
LITERARY/INFORMATIONAL GENRES AND ELEMENTS	
3.2.1 Identify the elements of a fiction text; i.e., setting, characters, events, problem, resolution/solution	D
3.2.2 Identify characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print	D
3.2.3 Identify characteristics of multi-cultural texts from various genres; i.e., realistic fiction, historical fiction, poetry, folktales, fantasy, fairy tales, plays, non-fiction	I/D
3.2.4 Use glossaries, table of contents, and indexes to locate information	D
WORD RECOGNITION/VOCABULARY	
3.2.5 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues	I
3.2.6 Use word reference aids to determine word meaning; e.g., dictionary, thesaurus,	I

and glossary	
READING STRATEGIES FOR MEANING	
3.2.7 Use reading strategies to increase and monitor comprehension; i.e., building background with connections, main idea/details, fact/opinion, <u>predicting, inferring, questioning, synthesizing, summarizing, visualizing/verbalizing</u>	I/D
3.2.8 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	D
PURPOSES FOR READING	
3.2.9 Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; e.g., role-playing, journals, diaries	D
3.2.10 Reflect on and respond to texts from various genres and cultures	I
Standard 3: Students engage in the writing process	3rd Grade
PREWRITING	
3.3.1 Select ideas and information to persuade, entertain, or inform using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry	D
3.3.2 State and organize prior knowledge and experience to produce a written text; e.g., webbing, listing, gathering information, taking notes	D
DRAFTING	
3.3.3 Use characteristics of different genres in writing; i.e., narrative, expository, traditional tales, poetry	D
3.3.4 Use a variety of sentence structures; i.e., simple and compound sentences	D
3.3.5 Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization	I/D
3.3.6 Incorporate vocabulary in writing	D
REVISING	
3.3.7 Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback	D
EDITING	
3.3.8 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation	D
3.3.9 Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor	D
FINAL DRAFT	
3.3.10 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry	D
PUBLICATION/PRESENTATION	
3.3.11 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric	D
3.3.12 Share final copy with peers, teachers, and/or family members	D

Standard 4:	
Students engage in the speaking and listening process	3rd Grade
PLANNING FOR AN AUDIENCE/PURPOSE	
3.4.1 Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade; i.e., narrative, personal persuasive, poetry	I
VERBAL AND NONVERBAL COMMUNICATION	
3.4.2 Use appropriate speaking vocabulary	D
3.4.3 Use pitch, volume, and tone appropriate to the speaking situation	I
3.4.4 Use nonverbal communication skills such as gestures and eye contact	I
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
3.4.5 Participate as an active listener and speaker in group discussions	D
Standard 5:	
Students understand media	3rd Grade
MEDIA GENRES	
3.5.1 Recognize existing and developing media	D
3.5.2 Recognize characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources	M
USING MEDIA FOR A PURPOSE	
3.5.3 Construct different samples of media genres to inform and entertain an audience; i.e., posters, newsletters, brochures	I
3.5.4 Evaluate media products of peers and self using a rubric	I
INTERPRETING MEDIA	
3.5.5 Describe elements in media to establish meaning; i.e., main ideas, supporting details, fact and opinion	D
Standard 6:	
Students understand and use principles of language	3rd Grade
LANGUAGE CONVENTIONS/MECHANICS	
3.6.1 Use parts of speech; i.e., noun, verb, pronoun, adjective, adverb, <u>prepositions, and conjunctions</u>	I/D
3.6.2 Use subjects and predicates in simple and compound sentences	D
3.6.3 Use verb tenses; i.e., past, present, future	I
3.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines	D

Mandan Public Schools
K-5 Language Arts Curriculum

3.6.5 Use conventions of punctuation; i.e., ending punctuation, commas-in a series, with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, and titles of books	I/D
3.6.6 Use principles of spelling; e.g., double final consonant following short vowel, contractions, homophones	D
FIGURATIVE LANGUAGE	
3.6.7 Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages	I

* Signifies that the underlined and bolded concepts are first introduced at this grade

K-5 Language Arts Curriculum

Fourth Grade

Standard 1:	4th Grade
Students engage in the research Process	
PLANNING RESEARCH	
4.1.1 Organize a research topic or issue in a specific area study using a research strategy	D
ACCESSING INFORMATION	
4.1.2 Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, and Internet	D
EVALUATING RESEARCH INFORMATION	
4.1.3 Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text	D
ORGANIZING RESEARCH INFORMATION	
4.1.4 Use note-taking strategies to organize information	D
4.1.5 Compose basic research reports or presentations	D
PRESENTATION AND EVALUATION	
4.1.6 Assess research process and presentation using information discussed in peer and/or teacher conferences	D
4.1.7 Evaluate a research process and presentation using a rubric <u>based on certain criteria</u>	I/D
Standard 2:	
Students engage in the reading Process	
LITERARY/INFORMATIONAL GENRES AND ELEMENTS	
4.2.1 Read a variety of texts; i.e., fiction, nonfiction, multi-cultural	D
4.2.2 Compare and contrast characteristics of fiction; i.e., historical fiction, realistic fiction, short stories, poetry, tall tales	I
4.2.3 Compare and contrast texts; i.e., fiction to fiction, fiction to nonfiction, nonfiction to nonfiction	I
4.2.4 Determine the elements of a fiction text; i.e., setting, characters, development, rising action, events, problems, resolution/solution	D
4.2.5 Determine characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print	D
WORD RECOGNITION/VOCABULARY	
4.2.6 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with	D

multiple meanings, context clues	
4.2.7 Use reference resources to determine word meaning; i.e., dictionary, glossary, thesaurus	D
READING STRATEGIES FOR MEANING	
4.2.8 Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, analyzing , visualizing/verbalizing	I/D
4.2.9 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	D
PURPOSES FOR READING	
4.2.10 Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, diaries	I/D
4.2.11 Reflect on and respond to texts from various genres and cultures	D
Standard 3: Students engage in the writing process	4th Grade
PREWRITING	
4.3.1 Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy	D
4.3.2 Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing, graphic organizers, taking notes	D
DRAFTING	
4.3.3 Use characteristics of different genres in writing; i.e., factual and personal persuasive, informational, poetry, fantasy	D
4.3.4 Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details	I
4.3.5 Use indentation, capitalization, and punctuation to write paragraphs	M
4.3.6 Incorporate vocabulary in writing	D
REVISING	
4.3.7 Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning	D
4.3.8 Revise written text based on feedback from peers and/or teacher conferences	I
EDITING	
4.3.9 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation	D
4.3.10 Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor	D
FINAL DRAFT	
4.3.11 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., fantasy, factual and personal persuasive, poetry, informational	D

PUBLICATION/PRESENTATION	
4.3.12 Share final copy with peers, teachers, and/or family members	D
4.3.13 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric, conferences	D
Standard 4: Students engage in the speaking and listening process	4th Grade
PLANNING FOR AN AUDIENCE/PURPOSE	
4.4.1 Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry	D
4.4.2 Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry	D
VERBAL AND NONVERBAL COMMUNICATION	
4.4.3 Demonstrate appropriate speaking vocabulary	D
4.4.4 Use pitch, volume, and tone appropriate to the speaking situation	D
4.4.5 Use body language, such as posture or the use of gestures, as a form of communication	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
4.4.6 Participate as an active listener and speaker in group discussions	D
Standard 5: Students understand media	4th Grade
MEDIA GENRES	
4.5.1 Recognize existing and developing media	D
4.5.2 Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources	I
USING MEDIA FOR A PURPOSE	
4.5.3 Construct samples of different media genres to inform, entertain, advertise, or persuade an audience	D
4.5.4 Evaluate media products of peers and self using a rubric	D
INTERPRETING MEDIA	
4.5.5 Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion, propaganda, and persuasion	D
4.5.6 Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters	I

Standard 6:	4th Grade
Students understand and use principles of language	
LANGUAGE CONVENTIONS/MECHANICS	
4.6.1 Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions	D
4.6.2 Use subjects and predicates in simple and compound sentences	D
4.6.3 Use appropriate verb tenses	D
4.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines, newspapers, musical compositions	D
4.6.5 Use conventions of punctuation; i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses	D
4.6.6 Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes	D
FIGURATIVE LANGUAGE	
4.6.7 Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms	D

* Signifies that the underlined and bolded concepts are first introduced at this grade

K-5 Language Arts Curriculum

Fifth Grade

Standard 1:	5th Grade	
Students engage in the research Process		
PLANNING RESEARCH		
5.1.1 Generate connections between issues, texts, and topics of interest		D
5.1.2 Plan and use a research strategy		D
ACCESSING INFORMATION		
5.1.2 Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, and Internet		D
EVALUATING RESEARCH INFORMATION		
5.1.3 Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational		I/D
ORGANIZING RESEARCH INFORMATION		
5.1.4 Use note-taking strategies to organize information		D
5.1.5 Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources		I
5.1.6 Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources		I
PRESENTATION AND EVALUATION		
5.1.7 Assess research process and presentation by conferencing with peers and/or teacher		D
5.1.8 Evaluate a research process and presentation using a rubric based on certain criteria		D
Standard 2:		5th Grade
Students engage in the reading Process		
LITERARY/INFORMATIONAL GENRES AND ELEMENTS		
5.2.1 Read a variety of texts; i.e., fiction, nonfiction, multicultural		
5.2.2 Analyze the elements of a fiction text; i.e., setting, characters, events, problems, resolution/solution, universal themes	I	
5.2.3 Analyze characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, conventions of print	I	
5.2.4 Compare and contrast characteristics of a variety of fiction genres; i.e.,	D	

Mandan Public Schools
K-5 Language Arts Curriculum

mysteries, poetry, legends, novels, historical fiction, science fiction, myths, plays, fables	
5.2.5 Compare and contrast characteristics of a variety of nonfiction genres; i.e., biography, autobiography, memoir, informational articles, editorials, essays	I/D
WORD RECOGNITION/VOCABULARY	
5.2.6 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues	I/D
5.2.7 Use word reference resources to determine word meaning; i.e., dictionary, thesaurus, Greek/Latin root histories	I/D
READING STRATEGIES FOR MEANING	
5.2.8 Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing	D
5.2.9 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	D
PURPOSES FOR READING	
5.2.10 Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, <u>essays</u>	I/D
5.2.11 Reflect on and respond to texts from various genres and cultures	D
Standard 3: Students engage in the writing process	5th Grade
PREWRITING	
5.3.1 Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	D
5.3.2 Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose	D
DRAFTING	
5.3.3 Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative	D
5.3.4 Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs	D
5.3.5 Use proper paragraph form that includes smooth transitions between paragraphs	I
5.3.6 Incorporate vocabulary in writing	D
REVISING	
5.3.7 Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax	D
5.3.8 Use feedback and multiple drafts to clarify language and purpose of the written text	D
EDITING	
5.3.9 Use proofreading marks to edit written text for capitalization, punctuation,	D

spelling, sentence structure, grammar, paragraph indentation	
5.3.10 Use reference tools for writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	D
FINAL DRAFT	
5.3.11 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual, persuasive poetry, narrative	D
PUBLICATION/PRESENTATION	
5.3.12 Share final copy with peers, teachers, and/or family members	M
5.3.13 Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences	D
Standard 4: Students engage in the speaking and listening process	5th Grade
PLANNING FOR AN AUDIENCE/PURPOSE	
5.4.1 Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative	D
5.4.2 Make informative presentations that outline and explain the key ideas of the topic	I
5.4.3 Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and opinion	I
VERBAL AND NONVERBAL COMMUNICATION	
5.4.4 Demonstrate appropriate speaking vocabulary	M
5.4.5 Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations	D
5.4.6 Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
5.4.7 Participate as an active listener and speaker in group discussions	D
Standard 5: Students understand media	5th Grade
MEDIA GENRES	
5.5.1 Describe existing and developing media	I/D
5.5.2 Compare and contrast characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources	I/D/M
USING MEDIA FOR A PURPOSE	
5.5.3 Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	D
INTERPRETING MEDIA	

5.5.4 Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines	D
5.5.5 Demonstrate media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, and newsletters	D
Standard 6: Students understand and use principles of language	5th Grade
LANGUAGE CONVENTIONS/MECHANICS	
5.6.1 Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and interjections	D
5.6.2 Use subjects and predicates in simple and compound, and complex sentences	D
5.6.3 Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns	D
5.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate	D
5.6.5 Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses	D
5.6.6 Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots	D
FIGURATIVE LANGUAGE	
5.6.7 Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification	D

* Signifies that the underlined and bolded concepts are first introduced at this grade

K-5 Language Arts Curriculum

Standard 1: Students engage in the research Process	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PLANNING RESEARCH						
K.1.1 Chose questions and ideas related to a topic of study	I					
1.1.1 Choose a research topic		I				
2.1.1 Choose a research topic			D			
3.1.1 Select a research topic				M		
1.1.2 Formulate questions related to a topic of study		I				
2.1.2 List questions related to a topic of study			D			
3.1.2 Generate questions about a research topic				M		
3.1.3 Develop a plan for researching a topic in a specific area of study				I		
4.1.1 Organize a research topic or issue in a specific area study using a research strategy					D	
5.1.1 Generate connections between issues, texts, and topics of interest						D
5.1.2 Plan and use a research strategy						D
ACCESSING INFORMATION						
3.1.4 Use relevant resource materials to access information; e.g., dictionaries, <u>encyclopedias, videos, interviews, cassette recordings</u> , Internet				I/D		
4.1.2 Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, and Internet					D	
5.1.2 Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, and Internet						D
EVALUATING RESEARCH INFORMATION						
3.1.5 Identify accurate information related to a selected research topic or project				I		

Mandan Public Schools
K-5 Language Arts Curriculum

4.1.3 Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text					D	
5.1.3 Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational						I/D
ORGANIZING INFORMATION						
K.1.2 Use developmentally appropriate reference tools to gather information; e.g., picture dictionary, ABC chart, nonfiction books	I					
1.1.3 Locate and gather information from a variety of print and technological resources		I				
2.1.3 Use a variety of reference tools to access information; i.e., tables of contents, dictionaries, Internet			I			
3.1.6 Use note-taking strategies to organize information				I		
4.1.4 Use note-taking strategies to organize information					D	
5.1.4 Use note-taking strategies to organize information						D
5.1.5 Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources						I
3.1.7 Develop and record information gathered; e.g., reports, brochures, posters, etc.				I		
4.1.5 Compose basic research reports or presentations					D	
5.1.6 Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources						I
PRESENTING INFORMATION						
1.1.4 Share items and/or information related to a topic		I/D				
2.1.4 Report on a topic orally or in written format			D			
EVALUATION						
1.1.5 Use self-assessment tools to evaluate presentation; e.g., checklist, pictorial (smiley/sad face)		I				
2.1.5 Use self-assessment tools to evaluate presentation; e.g., checklist, rubric, pictorial			D			
PRESENTATION AND EVALUATION						
3.1.8 Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers				D		

Mandan Public Schools
K-5 Language Arts Curriculum

4.1.6 Assess research process and presentation using information discussed in peer and/or teacher conferences					D	
5.1.7 Assess research process and presentation by conferencing with peers and/or teacher						D
3.1.9 Evaluate a research process and presentation using a rubric				D		
4.1.7 Evaluate a research process and presentation using a rubric <u>based on certain criteria</u>					I/D	
5.1.8 Evaluate a research process and presentation using a rubric based on certain criteria						D

Standard 2: Students engage in the reading Process	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
LITERARY/INFORMATIONAL GENRES						
K.2.1 Recognize a variety of genres; i.e., fiction, nonfiction, fairy tales, poetry, and nursery rhymes	I					
1.2.1 Read a variety of genres; i.e., fiction, folk tales, poetry, and nonfiction-informational		I/D				
2.2.1 Read a variety of genres; i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies			D			
4.2.1 Read a variety of texts; i.e., fiction, nonfiction, multi-cultural					D	
5.2.1 Read a variety of texts; i.e., fiction, nonfiction, multicultural						D
2.2.3 Describe the features of a non-fiction text; i.e., table of contents, index, topic headings, bold-faced words, glossary			I			
3.2.2 Identify characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print				D		
4.2.5 Determine characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print					D	
5.2.3 Analyze characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, conventions of print						I
4.2.2 Compare and contrast characteristics of fiction; i.e., historical fiction, realistic fiction, short stories, poetry, tall tales					I	
5.2.4 Compare and contrast characteristics of a variety of fiction genres; i.e., mysteries, poetry, legends, novels, historical fiction, science fiction, myths, plays, fables						D
5.2.5 Compare and contrast characteristics of a variety of nonfiction genres ; i.e., biography, autobiography, memoir, informational articles, editorials, essays						I/D
K.2.2 Identify the elements of a fiction text; i.e., character, setting, events, and ending	I					
1.2.2 Explain elements of a story; i.e., characters, events, setting, and ending		I/D				
2.2.2 Describe the elements of a fiction text; i.e.,			M			

Mandan Public Schools
K-5 Language Arts Curriculum

setting, characters, events, problem, and resolution/solution						
3.2.1 Identify the elements of a fiction text; i.e., setting, characters, events, problem, resolution/solution				D		
4.2.4 Determine the elements of a fiction text; i.e., setting, characters, development, rising action, events, problems, resolution/solution					D	
5.2.2 Analyze the elements of a fiction text; i.e., setting, characters, events, problems, resolution/solution, universal themes						I
K.2.3 Demonstrate book handling knowledge; i.e., locate front of book, beginning and end of sentence and story	I/D					
3.2.4 Use glossaries, table of contents, and indexes to locate information				D		
K.2.4 Demonstrate early reading behaviors; i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods, and question marks, using authentic texts	I/D					
K.2.5 Differentiate between fiction and non-fiction text features	I					
3.2.3 Identify characteristics of multi-cultural texts from various genres; i.e., realistic fiction, historical fiction, poetry, folktales, fantasy, fairy tales, plays, non-fiction				I/D		
4.2.3 Compare and contrast texts; i.e., fiction to fiction, fiction to nonfiction, nonfiction to nonfiction					I	
K.2.6 Recognize various types of nonfiction books; i.e., newspapers, magazines, picture dictionaries, and other developmentally appropriate reference materials	I					
PHONOLOGICAL/PHONEMIC AWARENESS						
K.2.7 Identify and manipulate individual phonemes (sounds) in a one syllable word (distinguishing initial and final consonant sounds and vowel sounds) /h/-/a/-/t/	I					
K.2.8 Blend individual phonemes to make a one syllable word	I					
K.2.9 Separate a one syllable word into its parts, onset and rime	I					
K.2.10 Identify and create rhyming words	I					
K.2.11 Know that words make up sentences and syllables make up words	I					
1.2.3 Identify and manipulate individual sounds in		D/M				

Mandan Public Schools
K-5 Language Arts Curriculum

words					
1.2.4 Isolate and say the first, medial, or last sound in a word		D/M			
1.2.5 Break or separate a word into parts – onset and rime		D/M			
1.2.6 Identify and create rhymes		D/M			
PHONICS/WORD RECOGNITION					
K.2.12 Recognize the relationship between letters and their sounds	I/D				
K.2.13 State sounds for all letters in isolation	I/D/M				
K.2.14 Know that letters go together to make words	I/D				
K.2.15 Use knowledge of phonics to decode words	I/D				
K.2.16 Identify and name upper and lower case letters	I/D/M				
1.2.7 Apply knowledge of letter/sound relationship		M			
1.2.8 Use knowledge of phonics to decode words		M			
2.2.4 Apply knowledge of letter/sound relationships when reading, including consonant blend and long and short vowel patterns			M		
2.2.5 Use knowledge of phonics to decode words with a variety of spelling patterns			M		
WORD RECOGNITION/VOCABULARY					
3.2.5 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues				I	
4.2.6 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues					D
5.2.6 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues					I/D
3.2.6 Use word reference aids to determine word meaning; e.g., dictionary, thesaurus, and glossary				I	
4.2.7 Use reference resources to determine word meaning; i.e., dictionary, glossary, thesaurus					D
5.2.7 Use word reference resources to determine word meaning; i.e., dictionary, thesaurus, Greek/Latin root histories					I/D
COMPREHENSION/READING STRATEGIES					

Mandan Public Schools
K-5 Language Arts Curriculum

FOR MEANING						
K.2.17 Make and confirm/disconfirm predictions about what will happen in a story	I					
1.2.9 Make and confirm predictions about what will happen in a story		D				
2.2.6 Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots			M			
K.2.18 Recall/retell information in sequence	I					
1.2.10 Recall/retell details/events in sequence		D				
2.2.7 Recall/retell details/events in sequence			M			
1.2.12 Use strategies to monitor comprehension; e.g., reread, check picture, think about the story to determine what makes sense		I/D				
2.2.9 Use strategies to monitor comprehension; e.g., reread, read on , check the picture, think about the story to determine what would make sense and sound right			I/D/M			
2.2.10 Use strategies to improve comprehension; e.g., summarize, fact and opinion, compare and contrast inferences, drawing conclusions, and questioning, clarify			I/D			
3.2.7 Use reading strategies to increase and monitor comprehension; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring , questioning, synthesizing, summarizing, visualizing/verbalizing				I/D		
4.2.8 Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, analyzing , visualizing/verbalizing					I/D	
5.2.8 Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing						D
1.2.13 Locate the main idea and identify supporting details of a text		I				
2.2.11 Locate the main idea and identify supporting details of a text			D			
1.2.14 Read a variety of vocabulary embedded in		I/D				

Mandan Public Schools
K-5 Language Arts Curriculum

authentic text						
1.2.15 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy		I/D				
2.2.12 Use meaning, syntax, and phonics clues to decode new words when reading			D			
2.2.13 Read a variety of vocabulary embedded in authentic text			D			
2.2.14 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy			D			
3.2.8 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy				D		
4.2.9 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy					D	
5.2.9 Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy						D
K.2.19 State text-to-self connection	I/D					
1.2.11 Make text-to-self and text-to-text connections		I/D				
2.2.8 Relate text-to-self, text-to-text, and text-to-world connections			I/D/M			
PURPOSES FOR READING						
K.2.20 Use reading to be informed and/or entertained with shared reading texts; e.g., big books, charts, poems, guided reading books	I/D					
1.2.16 Use reading to be informed and/or entertained		D				
2.2.15 Use reading to be informed, persuaded , and entertained			I/D			
3.2.9 Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; e.g., role-playing, journals, diaries				D		
4.2.10 Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, diaries					I/D	
5.2.10 Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, essays						I/D
3.2.10 Reflect on and respond to texts from various genres and cultures				I		
4.2.11 Reflect on and respond to texts from various genres and cultures					D	
5.2.11 Reflect on and respond to texts from various genres and cultures						D

Standard 3: Students engage in the writing process	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PREWRITING						
K.3.1 Identify audience and purposes for writing	I					
1.3.1 Recognize a variety of purposes for writing, i.e., inform, entertain		I/D				
1.3.2 Discuss a variety of purposes for writing, i.e., inform, entertain		I/D				
2.3.1 Select a purpose for writing; i.e., inform, entertain, or persuade			I/D			
2.3.4 Use a specific genre to match the purpose; i.e., personal, expository, narrative, informational, journal writing			I			
3.3.2 State and organize prior knowledge and experience to produce a written text; e.g., webbing, listing, gathering information, taking notes				D		
4.3.1 Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy					D	
K.3.2 Discuss ideas drawn from personal experience	I/D					
1.3.3 Write about familiar topics and ideas		I/D				
2.3.2 Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references			I			
3.3.1 Select ideas and information to persuade, entertain, or inform using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry				D		
K.3.3 Use developmentally appropriate tools for prewriting; e.g., ABC chart, word walls, environmental print	I/D					
2.3.3 Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers			I			
4.3.2 Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing, graphic organizers, taking notes					D	
5.3.1 Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual, persuasive, poetry, narrative						D

Mandan Public Schools
K-5 Language Arts Curriculum

5.3.2 Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose						D
DRAFTING						
K.3.4 Write from left to right	I/D					
1.3.10 Write left to right across more than one line		M				
K.3.5 Use consonant sounds at beginnings and ends of words	I/D					
K.3.6 Use some easy-to-hear vowels	I/D					
K.3.7 Use spaces to separate words	I/D					
1.3.11 Consistently use spacing to separate words		M				
K.3.8 Incorporate developmentally appropriate vocabulary in writing	I/D					
2.3.6 Incorporate vocabulary into writing			D			
K.3.9 Communicate meaning through drawing; 3.g., setting, characters	I/D					
K.3.10 Match story with drawing	I/D					
K.3.11 Read their own writing	I/D					
1.3.4 Write frequently for a variety of purposes; e.g., lists, journals, personal narratives		I/D				
1.3.5 Compose at least three sentences about a single idea		I/D				
1.3.6 Produce an organized piece with a beginning, middle, and end		I				
1.3.7 Include supporting details in written work		I				
1.3.8 Select descriptive language to add interesting details to a story		I				
1.3.9 Write known words fluently		I/D				
2.3.5 Spell many words conventionally			M			
2.3.7 Write over time to produce longer more complex texts			I/D			
2.3.8 Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing			D			
3.3.3 Use characteristics of different genres in writing; i.e., narrative, expository, traditional tales, poetry				D		
4.3.3 Use characteristics of different genres in writing; i.e., factual and personal persuasive, informational, poetry, fantasy					D	
5.3.3 Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative						D
3.3.4 Use a variety of sentence structures; i.e., simple and compound sentences				D		

Mandan Public Schools
K-5 Language Arts Curriculum

4.3.4 Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details					I	
5.3.4 Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs						D
3.3.5 Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization				I/D		
4.3.5 Use indentation, capitalization, and punctuation to write paragraphs					M	
3.3.6 Incorporate vocabulary in writing				D		
4.3.6 Incorporate vocabulary in writing					D	
5.3.6 Incorporate vocabulary in writing						D
5.3.5 Use proper paragraph form that includes smooth transitions between paragraphs						I
REVISING						
1.3.12 Reread written work to check for meaning, ideas, word choice, and organization		I				
2.3.9 Check written work for meaning and syntax			D			
2.3.10 Analyze written work for ideas, word choice, and organization			D			
3.3.7 Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback				D		
4.3.7 Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning					D	
5.3.7 Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax						D
4.3.8 Revise written text based on feedback from peers and/or teacher conferences					I	
5.3.8 Use feedback and multiple drafts to clarify language and purpose of the written text						D
EDITING						
1.3.13 Reread written work to check for spelling of known words and punctuation; e.g., periods, question marks, exclamation points		I				
1.3.14 Choose grade-level appropriate tools for writing; i.e., dictionary, thesaurus, word wall, environmental print		I/D				
2.3.11 Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization			D			

Mandan Public Schools
K-5 Language Arts Curriculum

3.3.8 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation				D		
4.3.9 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation					D	
5.3.9 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation						D
2.3.12 Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts			D			
3.3.9 Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor				D		
4.3.10 Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor					D	
5.3.10 Use reference tools for writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor						D
FINAL DRAFT						
2.3.13 Compose written text that demonstrates understanding of purpose and audience			D			
3.3.10 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry				D		
4.3.11 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., fantasy, factual and personal persuasive, poetry, informational					D	
5.3.11 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual, persuasive poetry, narrative						D
PUBLICATION/PRESENTATION						
K.3.12 Share published work with peers, teachers, and family members	I/D					
1.3.15 Share published piece with peers, teachers, and family members		D				
2.3.15 Share final copy with peers, teachers, and/or family members			D			

Mandan Public Schools
K-5 Language Arts Curriculum

3.3.12 Share final copy with peers, teachers, and/or family members				D		
4.3.12 Share final copy with peers, teachers, and/or family members					D	
5.3.12 Share final copy with peers, teachers, and/or family members						M
2.3.14 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric			I			
3.3.11 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric				D		
4.3.13 Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric, conferences					D	
5.3.13 Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences						D

Standard 4: Students engage in the speaking and listening process	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
VERBAL AND NONVERBAL COMMUNICATION						
K.4.1 Use developmentally appropriate speaking vocabulary, including words that describe people, places, things, locations, and actions	I/D					
1.4.1 Use developmentally appropriate speaking vocabulary		D				
2.4.1 Use grade-appropriate speaking vocabulary			D			
K.4.2 Actively listen to the speaker	I/D					
1.4.2 Actively listen to the speaker		D				
2.4.2 Actively listen to the speaker			M			
K.4.3 Follow one and two step directions	I/D/M					
1.4.3 Follow two and three step directions		I/D/M				
2.4.3 Follow multiple step directions			M			
PLANNING FOR AN AUDIENCE/PURPOSE						
3.4.1 Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade; i.e., narrative, personal persuasive, poetry				I		
4.4.1 Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry					D	
4.4.2 Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry					D	
5.4.1 Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative						D
5.4.2 Make informative presentations that outline and explain the key ideas of the topic						I
5.4.3 Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and opinion						I
VERBAL AND NONVERBAL COMMUNICATION						
3.4.2 Use appropriate speaking vocabulary				D		
4.4.3 Demonstrate appropriate speaking vocabulary					D	

Mandan Public Schools
K-5 Language Arts Curriculum

5.4.4 Demonstrate appropriate speaking vocabulary						M
3.4.3 Use pitch, volume, and tone appropriate to the speaking situation				I		
4.4.4 Use pitch, volume, and tone appropriate to the speaking situation					D	
3.4.4 Use nonverbal communication skills such as gestures and eye contact				I		
4.4.5 Use body language, such as posture or the use of gestures, as a form of communication					D	
5.4.5 Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations						D
5.4.6 Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade						D
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION						
K.4.4 Respond to peers in conversations	I/D					
1.4.4 Stay on topic while speaking		I/D				
2.4.5 Stay on topic while speaking			M			
K.4.5 Take turns speaking in conversations	I/D					
1.4.5 Take turns speaking in conversation		D				
2.4.4 Take turns speaking in conversation			M			
K.4.6 Formulate and respond appropriately to questions	I/D					
1.4.6 Formulate and respond appropriately to questions		D				
2.4.6 Participate as an active listener and speaker in any group discussion			I			
3.4.5 Participate as an active listener and speaker in group discussions				D		
4.4.6 Participate as an active listener and speaker in group discussions					D	
5.4.7 Participate as an active listener and speaker in group discussions						D

Standard 5: Students understand media	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
MEDIA GENRES						
K.5.1 Identify existing and developing media; i.e., books, newspapers, television, and computer programs	I/D					
1.5.1 Identify existing and developing media; i.e., radio, film, and electronic sources		D				
2.5.1 Identify existing and developing media			D			
3.5.1 Recognize existing and developing media				D		
4.5.1 Recognize existing and developing media					D	
5.5.1 Describe existing and developing media						I/D
2.5.2 Use appropriate media genres for a variety of reading and writing purposes			D			
2.5.3 Recognize the purposes of common types of media; e.g., books, magazines, newspapers, television, electronic sources			I/D			
3.5.2 Recognize characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources				M		
4.5.2 Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources					I	
5.5.2 Compare and contrast characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources						I/D/M
USING MEDIA FOR A PURPOSE						
3.5.3 Construct different samples of media genres to inform and entertain an audience; i.e., posters, newsletters, brochures				I		
4.5.3 Construct samples of different media genres to inform, entertain, advertise, or persuade an audience					D	
3.5.4 Evaluate media products of peers and self using a rubric				I		
4.5.4 Evaluate media products of peers and self using a rubric					D	
5.5.3 Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual, persuasive, poetry, narrative						D

Mandan Public Schools
K-5 Language Arts Curriculum

INTERPRETING MEDIA						
2.5.4 Analyze the main idea and supporting details of a media message such as an advertisement	I					
2.5.5 Describe main characters, the setting, and the sequence of events in media content	I					
3.5.5 Describe elements in media to establish meaning; i.e., main ideas, supporting details, fact and opinion				D		
4.5.5 Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion, propaganda, and persuasion					D	
5.5.4 Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines						D
4.5.6 Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters					I	
5.5.5 Demonstrate media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, and newsletters						D

Standard 6: Students understand and use principles of language	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
LANGUAGE CONVENTIONS/MECHANICS						
K.6.1 Use sentences to convey a message	I/D					
1.6.1 Use sentences to convey a message		D				
2.6.1 Use sentences to convey a message			M			
K.6.2 Use conventions of punctuation, i.e., period	I/D					
1.6.4 Use developmentally-appropriate conventions of punctuation; i.e., period, comma, question mark, exclamation marks		D				
2.6.5 Use conventions of punctuation; i.e., period, question mark, exclamation marks, <u>commas, quotation marks</u>			I/D			
3.6.5 Use conventions of punctuation; i.e., ending punctuation, commas-in a series, <u>with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, and titles of books</u>				I/D		
4.6.5 Use conventions of punctuation; i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses					D	
5.6.5 Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses						D
k.6.3 Use pre-phonemic knowledge, letter sounds, knowledge of letter names, and commonly used words to spell independently	I/D					
1.6.5 Use developmentally-appropriate principles of spelling; i.e., inventive spelling, commonly used words in writing		I/D				
2.6.6 Use principles of spelling			D			
3.6.6 Use principles of spelling; e.g., double final consonant following short vowel, contractions, homophones				D		
4.6.6 Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes					D	
5.6.6 Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots						D

Mandan Public Schools
K-5 Language Arts Curriculum

1.6.2 Use developmentally-appropriate parts of speech; i.e., proper and common nouns, singular and plural nouns, pronouns, and verbs			I			
1.6.3 Use developmentally-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles			I			
2.6.2 Use parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs				I/D		
3.6.1 Use parts of speech; i.e., noun, verb, pronoun, adjective, adverb, prepositions, and conjunctions					I/D	
4.6.1 Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions						D
5.6.1 Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and interjections						D
5.6.3 Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns						
2.6.3 Recognize the subject and predicate of a sentence				I		
3.6.2 Use subjects and predicates in simple and compound sentences					D	
4.6.2 Use subjects and predicates in simple and compound sentences						D
5.6.2 Use subjects and predicates in simple and compound, and complex sentences						D
3.6.3 Use verb tenses; i.e., past, present, future					I	
4.6.3 Use appropriate verb tenses						
2.6.4 Use capitalization; i.e., proper nouns, beginning of sentences, titles				D		
3.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines					D	
4.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines, newspapers, musical compositions						D
5.6.4 Use capitalization; i.e., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate						D
FIGURATIVE LANGUAGE						
3.6.7 Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages					I	
4.6.7 Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms						D
5.6.7 Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification						D

Appendix A

21st Century Skills

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and the Mandan Public Schools K-5 Language Arts Curriculum. Not all of the 21st Century Skills are addressed by the Mandan Public School's K-5 Language Arts Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to which grades, standards and benchmarks. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit.

The numbers in parenthesis refer to Mandan Public Schools K-5 Language Arts Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

1. Creativity and Innovation

1.1 Demonstrate originality and inventiveness in work

(2.3.13)

(3.3.10; 3.4.1; 3.6.7)

(4.4.1, 4.3.11; 4.6.7)

(5.3.11; 5.4.1; 5.6.7)

1.2 Communicate new ideas to others

(K.3.12)

(1.3.15)

(2.3.15)

(3.3.12; 3.6.7)

(4.3.12, 4.4.3, 4.4.4, 4.4.5; 4.6.7)

(5.3.12; 5.4.2; 5.4.4; 5.6.7)

1.3 Develop, implement and communicate new ideas to others

(2.4.6)

(3.4.5; 3.6.7)

(4.4.2; 4.3.4, 4.4.1, 4.4.3, 4.4.4, 4.4.6; 4.6.7)

(5.4.1; 5.4.2; 5.4.3; 5.4.4; 5.4.6; 5.6.7)

2. Critical Thinking & Problem Solving

2.1 Identify and ask significant questions that clarify various points of view
(2.2.10)

2.2 Frame, analyze and synthesize information in order to solve problems and answer questions

(K.4.4; K.4.5; K.4.6)

(1.4.4; 1.4.5; 1.4.6)

(2.4.4; 2.4.5; 2.4.6)

(3.2.7; 3.4.3; 3.4.5)

(4.2.8; 4.4.6)

(5.2.8; 5.4.6)

3. Communication

3.1 Articulate thoughts clearly and effectively through writing, speaking, and visuals
(K.3.3; K.4.4)

(1.4.4)

(2.3.2; 2.3.3; 2.4.5;

3.3.1; 3.3.2; 3.4.4; 3.4.5; 3.6.7)

(4.3.1, 4.3.2; 4.4.4; 4.4.5; 4.4.6; 4.6.7)

(5.3.1; 5.3.2; 5.4.5; 5.4.6; 5.6.7)

4. Collaboration

4.1 Demonstrate the ability to work effectively with diverse teams

(4.3.8)

(5.3.8)

4.2 Assume shared responsibility for collaborative work

(3.1.8)

(4.1.6)

(5.1.7)

5. Information Literacy

5.1 Access and critically evaluate information and use information accurately to solve problems

(2.3.14)

(3.1.4; 3.1.5; 3.3.11)

(4.1.2; 4.1.3; 4.3.13)

(5.1.2; 5.1.3; 5.3.13)

5.2 Access and critically evaluate information and use information creatively

(3.1.4)
(4.1.2, 4.1.3)
(5.1.2; 5.1.3)

5.3 Evaluate information critically and competently

(2.3.14)
(3.3.11)
(4.1.3; 4.3.13)
(5.1.3; 5.3.13)

5.3 Evaluate information critically and competently and use information accurately and creatively for the problem at hand

(2.3.14)
(3.1.5; 3.3.11)
(4.1.3; 4.3.13)
(5.1.3; 5.3.13)

5.4 Access information efficiently and effectively, evaluate information critically and competently and use information accurately and creatively

(2.3.14)
(3.1.4; 3.1.5; 3.3.11)
(4.1.2; 4.1.3; 4.3.13)
(5.1.2; 5.1.3; 5.3.13)

6. Media Literacy

6.1 Understand how media messages are constructed, for what purposes and using which characteristics and conventions

(2.5.2; 2.5.3; 2.4.3; 2.5.4; 2.5.5)
(3.5.1; 3.5.2; 3.5.3; 3.5.4; 3.5.5)
(4.5.1; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.6)
(5.5.1; 5.5.2; 5.5.3; 5.5.5)

6.2 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors

(4.5.3, 4.5.5, 4.5.6)

7. ICT Literacy

7.1 Use technology as a tool to research, organize, evaluate and communicate information

(3.1.2; 3.1.3; 3.1.4)
(4.1.2, 4.3.10)
(5.1.2)

7.12 Use digital technology and communication tools appropriately to access, evaluate, and create information

(3.1.4)

(4.1.2)

(5.1.2)

8. Flexibility & Adaptability

8.1 Adapt to varied roles and responsibilities

(4.4.6)

9. Initiative & Self-Direction

9.1 Define, prioritize and complete tasks without direct oversight

9.2 Monitor one's own understanding and learning needs

10. Social & Cross-Cultural Skills

10.1. Bridge cultural differences and use differing perspectives to increase innovation and the quality of work

(3.2.10)

(4.2.11)

(5.2.11)

10.2 Leverage the collective intelligence of groups when appropriate

11. Productivity & Accountability

11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

12. Leadership & Responsibility

12.1 Leverage strengths of others to accomplish a common goal

Appendix B

Mandan Public Schools **Language Arts Essential Agreements**

1. The teacher and the quality of their instruction are the most critical components of a language arts program.
2.
 - a. The language arts curriculum program purchased by the district will be taught with fidelity. Fidelity will be determined by grade level teams and facilitated by administration and coaches.
 - b. Ongoing professional development in language arts will be provided for all staff for proper implementation of the district curriculum.
3. Language arts instruction will be based on state standards/district curriculum
4. Elementary language arts instruction will consist of a minimum of 90 minute blocks with additional time provided for struggling readers.
5. Balanced Literacy instructional strategies will be an integral part of language arts instruction. Modeled, shared, guided and independent reading and writing are essential for reading and writing success.
6. Critical elements of reading instruction are:
 - a. Phonemic awareness instruction provides the foundation to recognize and manipulate discrete sounds.
 - b. Phonics is essential for learning word analysis and spelling strategies.
 - c. Fluency (rate, accuracy, prosody) of sounds and then text are essential to gain meaning from text.
 - d. Vocabulary should be taught explicitly and in text to develop literacy success.
 - e. Comprehension is the ultimate goal of reading success and is effectively learned through comprehensive strategy instruction.
 - f. The critical elements are interrelated and not totally learned in isolation
7. Reading and writing have a reciprocal relationship. Their instruction support and enrich each other.
8. Spelling is an integral part of the writing process.
9. Ongoing assessment is used to guide student instruction, flexible grouping, and interventions.
10. Differentiated instruction will maximize student growth and meets the needs of all students.
11. Students will be provided exposure to a variety of literary genres and enriched literacy selections.