

# **Martensdale-St. Marys Community School**

## **Reading/Language Arts Curriculum**

**Standard 1: Students will use multiple strategies to read a variety of texts.**

**1<sup>st</sup> Grade:**

<b>Benchmark The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. identify the characteristics of a variety of literary forms of genres.</b>	1.A.1.1: identify different types of literary texts	Read alouds Read a variety of genres Compare and contrast literary text Venn Diagram Practice reading simple fact and fiction stories	Name different literary texts Oral checks on reading simple factual and fiction texts	
	1.A.1.2: use a variety of skills to independently read and respond to a significant number of simple fact and fiction stories each year	Read alouds Read a variety of genres Compare and contrast literary text Venn Diagram Practice reading simple fact and fiction stories	Name different literary texts Oral checks on reading simple factual and fiction texts	
<b>B. identify similarities and differences in terms of setting, character, events and recurring themes.</b>	1.B.1.1: retell a story using main character, problem and solution	Graphic Organizer Model Multiple experiences with the class mapping stories Opportunities for group retelling Partner retell	Oral retell with the components Completion of class story maps	
<b>C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.</b>	1.C.1.1: apply listening comprehension and background knowledge to be able to make predictions about what happens	Teacher read stories Background information Discussion based of selection	Oral Check Student product which records a prediction	

	next	Graphic Organizer		
<b><i>D. summarize, paraphrase and sequence text to identify main idea and details.</i></b>	1.D.1.1: identify the main ideas of a factual story/paragraph and some supporting details	Provide multiple opportunities to model Guided practice Use main idea identification daily in small and large group settings	Completion of a graphic organizer Student product recording the main idea and some details	
<b><i>E. Scan and survey to get meaning from text.</i></b>	1.E.1.1: use the titles and headings to determine the main idea	While using graphic organizers, model that titles and headings provide the main idea	Completion of a graphic organizer on main ideas and details	
<b><i>F. apply prior knowledge and relate it to new text.</i></b>	1.F.1.1: use background knowledge to formulate a prediction and/or draw a conclusion	Book walk Provide opportunities to connect what students know and students are going to learn KWL Model the skill of thinking about a topic before you read about it	Oral check Completion of a graphic organizer Student product that reflects an accumulation of information	
<b><i>G. identify author's point of view and/or purpose</i></b>	1.G.1.1 evaluate point of view or purpose using a variety of strategies	Model point of view	Teacher Observation	

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**Standard 2: Students will read for fluency, comprehension, and purpose in content areas.**

**1<sup>st</sup> Grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. monitor own reading fluency strategies.</b>	2.A.1.1: practice reading, aloud and silently, with fluency a decodable word in isolation and/or in sentences	Repeated practice in connecting text using appropriate voice intonation Word practice drills Fluency practice with poems Guided practice	Oral check by teacher	
	2.A.1.2: practice reading, aloud and silently, sight words with fluency and to support comprehension	Repeated practice in connecting text using appropriate voice intonation Word practice drills Fluency practice with poems Guided practice	Oral check by teacher	
	2.A.1.3: practice reading, aloud and silently, a paragraph with fluency in a manner that sounds like natural speech	Repeated practice in connecting text using appropriate voice intonation Word practice drills Fluency practice with poems Guided practice	Oral check by teacher	
	2.A.1.4: respond to teacher cueing about rate and/or comprehension issues, and reread to correct errors	Repeated practice in connecting text using appropriate voice intonation Word practice drills	Oral check by teacher	

		Fluency practice with poems Guided practice		
<b>B. demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.</b>	2.B.1.1: use previewing text skills to recognize important text features	Model previewing text skills: evaluating pictures section headings bold words quotation marks punctuation	Completion of a graphic organizer related to text features, author's purpose and predicting outcomes	
	2.B.1.2: use questioning strategies to establish a variety of author purposes	Model questioning strategies	Completion of a graphic organizer related to text features, author's purpose and predicting outcomes	
<b>C. decode words.</b>	2.C.1.1: distinguish initial, medial, and final sounds in single syllable words	Catch it – toss bean bag to several students to generate beginning, medial, and final sound Catch a rhyme – throw something and give the student a word to rhyme with – they send the item back with the new rhyme Word chain- change dog to frog Stretch and shrink - stretch the sounds in the word out and shrink fast to make the word Blend single sounds to make words Sight word drills Compound word memory games Contraction memory games Word drill practices Pocket chart drills Word family chains Making words strategy PALS	Unit checks in reading DIBELS Progress monitoring	

	2.C.1.2: distinguish long and short vowel sounds in orally stated words	<p>Catch it – toss bean bag to several student to generate long and short vowel sounds</p> <p>Catch a rhyme- throw something and give the student a word to rhyme with – they send the item back with the new rhyme</p> <p>Word chain</p> <p>Stretch and shrink</p> <p>Blend single sounds to make words</p> <p>Sight word drills</p> <p>Word drill practices</p> <p>Pocket chart drills</p> <p>Word family chains</p> <p>Making words strategy</p> <p>PALS</p>	<p>Unit checks in reading</p> <p>DIBELS</p> <p>Progress monitoring</p>	
<b><i>D. make explicit mental pictures of concrete information.</i></b>	2.D.1.1: describe their visual image of concrete information	<p>Draw a picture</p> <p>Verbal-using adjectives</p> <p>Construct a model</p> <p>Role play</p>	<p>Teacher observation</p> <p>Oral Check</p> <p>Student product</p>	
<b><i>E. determine meaning of unknown words.</i></b>	2.E.1.1: use decoding strategies to determine words	<p>4-square</p> <p>Word practice</p> <p>Word drill</p> <p>Context clue practice</p> <p>Practice pictures, root word, prefixes, suffixes</p>	<p>Oral check</p> <p>DIBELS</p> <p>Progress monitoring</p>	
	2.E.1.2: use context clues to determine meaning	<p>4-square</p> <p>Word practice</p> <p>Word drill</p> <p>Context clue practice</p> <p>Practice pictures, root word, prefixes, suffixes</p>	<p>Oral check</p> <p>DIBELS</p> <p>Progress monitoring</p>	
<b><i>F. demonstrates competence in vocabulary usage and word recognition.</i></b>	F.2.1.1: use a variety of strategies to develop and expand reading vocabulary	<p>4-Square</p> <p>Cloze Sentences</p> <p>Guess the covered word</p>	<p>Completion of the tasks</p>	
<b><i>G. consistently confirm and revise simple predictions about the text.</i></b>	2.G.1.1: use information from reading to confirm and/or revise previous predictions	<p>Graphic Organizers</p> <p>Highlight the text</p>	<p>Completion of graphic organizer</p>	

<b><i>H. demonstrates competency in comprehension of fiction and non-fictional text.</i></b>	2 H.1.1: use a variety of skills to comprehend nonfiction and fiction	Graphic Organizers KWL Charts Venn Diagrams	Completion of the tasks	
<b><i>I. consistently reads for a variety of purposes and across content areas</i></b>	2.H.1.1: uses a variety of strategies to read across content areas	Guided Reading Whole Group Instruction Independent Reading	Observation	

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**Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.**

**1<sup>st</sup> Grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. draft, revise, edit, and publish a composition conveying intended purpose.</b>	3.A.1.1: be able to spell one syllable decodable words and sight words that are grade appropriate	Through dictation, students are able to write a word or letter Through dictation, students are able to write sight words	Writing samples of words	
	3.A.1.2: write a complete sentence using correct conventions	Through dictation, students are able to write a sentence write legibly and use spacing.	Writing samples of complete sentences Writing samples of related complete sentences	
	3.A.1.3: write 3 or 4 related complete sentences using correct conventions	Through dictation, students are able to write a sentence Using a topic, students are able to put 3 related sentences together, write legibly and use spacing when writing and during dictation work Writing poems Shared writing	Writing samples of complete sentences Writing samples of related complete sentences Writing samples looking at letter, spacing, words, and sentences	
	3.A.1.4: print legibly and space	Write legibly and use spacing	Writing samples	

	letters, words, and sentences appropriately	when writing and during dictation work Writing poems Shared writing	looking at letter, spacing, words, and sentences	
	3.A.1.5: demonstrates knowledge of the steps in the writing process	Using a topic, students write a simple story starting with a first draft, then a revision and a final copy.	Teacher Observation Writing Assessments	
	3.A.1.6: applies writing skills and strategies to communicate effectively in a variety of genres with various audiences	Use a variety of genres to communicate effectively with various audiences.	Teacher Observation Writing Samples	

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**Standard 4: Students will use correct grammar, mechanic, spelling, and usage in written work.**

**1<sup>st</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. demonstrate the ability to use descriptive language.</b>	4.A.1.1: write a sentence that includes a descriptive word	Starting with simple sentences, brainstorm words to describe the noun and use it in a sentence	Writing sample that includes a descriptive word in the sentence	
	4.A.1.2: write a question sentence, and exclamation sentence	Model Guided Practice Independent Practice Corrective feedback with both oral and written expectations	Teacher Observation	
<b>B. use conventions of print in writing.</b>	4.B.1.1: identify the uses of capital letters in print	Daily Oral Language Have students provide missing punctuation in sentences	Point to capital letters Write a simple sentence	
	4.B.1.2: write or type a simple sentence using capital letters and punctuation (T)	Daily Oral Language Have students provide missing punctuation in sentences and typing sentences	Point to punctuation Point to capital letter Write a simple sentence	

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**Standard 5: Students will consider purpose, audience, and roles in spoken communication.**

**1<sup>st</sup> Grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. communicate ideas clearly</b>	5.A.1.1: demonstrate topic consistency when speaking for purpose or to an audience	Model and give corrective feedback for story retell and sequence/telling of an event Story Maps Text-to-Self Organizer Share with Whole Group	Oral check for correct sequence, grammar, and staying on topic Observation	
	5.A.1.2: retell stories using basic story grammar and relating sequence of the story events	Model and give corrective feedback for story retell and sequence/retelling of an event Story Maps Text-to-Self Organizer	Oral check for correct sequence, grammar and staying on topic Observation	
	5.A.1.3: relate an important life event of personal experience in a simple sequence	Model and give corrective feedback for story retell and sequence/retelling of an event Story Maps Text-to-Self Organizer	Oral check for correct sequence, grammar and staying on topic Observation	
<b>B. use appropriate body language when speaking</b>	5.B.1.1: use appropriate body language when listening or presenting which includes: eye contact, voice off, body still	Model, provide guided practice and corrective feedback in speaking and listening situations Reader's Chair	Observation Rubrics	
	5.B.1.2: demonstrate a loud	Model, provide guided practice	Observation	

	enough voice when speaking to be heard with eyes scanning the audience	and corrective feedback in speaking and listening situations Reader's Chair	Rubrics	
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***Standard 6: Students will use listening skills for interpretation, feedback, and analysis.***

***1<sup>st</sup> grade:***

<b><i>Benchmark: The student will</i></b>	<b><i>Grade Level Objectives</i></b>	<b><i>Instructional Strategies</i></b>	<b><i>Assessments</i></b>	<b><i>Instructional Timeline</i></b>
<b><i>A. participate in group discussions.</i></b>	6.A.1.1: listen attentively for information and respond demonstrating understanding	Model Guided practice Corrective feedback Reader's Chair	Rubric Teacher Observation of listening and speaking behavior	
<b><i>B. use questions as a problem solving technique</i></b>	6.B.1.1: ask questions to investigate another's point of view or to provide more information	Model and practice the use of the question word "why" in formulating questions that prompt a response from someone	Corrective Feedback	
	6.B.1.2: listens to establish, maintain, and enhance relationships (C)	Reader's Chair Think Alouds	Teacher Observations	

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**Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.**

**1<sup>st</sup> grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. interpret connections between viewed media and course content.</b>	7.A.1.1: compare and contrast viewed media and course content and uses a range of strategies to interpret visual media	Venn Diagrams to compare books and movies	Oral participation	
<b>B. apply technology to aid in comprehending viewed media.</b>	7.B.1.1: Applies a variety of criteria to evaluate informational media	Venn Diagram WebQuest	Completion of task	
<b>C. demonstrate his/her understanding of viewed media as a narrative form.</b>	7.C.1.1: identify how literary forms can be represented in visual narratives	Viewing literature on DVDs and VHS	Observation Discussion	
<b>D. evaluate viewed media</b>	7.D.1.1: identify the effects of visual media on society and culture	Brainstorm a list (MCGF)	Oral participation	

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**Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.**

**1<sup>st</sup> Grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. use a wide variety of strategies to identify topics to investigate.</b>	8. A.1.1: identify reference materials i.e. atlas, dictionary, books, internet	Model Provide guided practice using reference materials	Oral test – naming the reference materials	
<b>B. use multiple resources to find information for research topics.</b>	8.B.1.1: use multimedia references (library, internet) to expand curricular topics (G)	Have access to different resources while learning about curricular topics	Student product that incorporates the use of the various resource materials	