

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

## **Reading/Language Arts Curriculum**

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

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategies</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. identify the characteristics of a variety of literary forms of genres.</b>	1.A.K.1: Use a variety of skills to distinguish nonfiction from fiction	Shared reading Modeling reading Guided reading	Teacher Observation Checklist	
	1.A.K.2: explain that the print “tells” the story	Shared reading Modeling reading Guided reading	Teacher Observation Checklist	
<b>B. identify similarities and differences in terms of setting, character, events, and recurring themes.</b>	1.B.K.1: identify the characters, setting, problem and solution of a story	Shared reading Modeling reading Guided reading	Story Mapping Teacher Observation Checklist	
<b>C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.</b>	1.C.K.1: use pictures and context to make predictions about the story	Think alouds Modeling reading (read alouds) Shared reading Guided reading Class discussions	Illustrate the missing piece of a 3 part sequence- beginning, middle, end	
<b>D. summarize, paraphrase and sequence text to identify main idea and details.</b>	1.D.K.1: answer questions about essential elements of a text	Think alouds Shared reading Modeled reading Guided reading	Retell a story by completing a 3 part picture sequence	
<b>E. scan and survey to get meaning from text.</b>	1.E.K.1:use pictures to make predictions from text	Think alouds Picture walk	Teacher Observation Students Response	
<b>F. apply prior knowledge and relate it to new text.</b>	1.F.K.1: connect life experiences to the information in the text (MCGF)	KWL charts Class discussion	Illustrate a personal experience in response to text	

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

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategies</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. monitor own reading fluency strategies.</b>	2.A.K.1: identify upper and lower case letters	Explicit instruction on letter recognition	DIBELS – letter naming fluency	
	2.A.K.2: read aloud with fluency a sight word	Sight word drills	Oral check by teacher	
	2.A.K.3: will practice reading aloud and silently	DEAR Time Guided Reading Groups	Teacher Observation	
<b>B demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.</b>	2.B.K.1: identify author, illustrator, cover (C)	Picture “walk” Cover preview Shared reading Modeled reading Guided reading Library Curriculum	Teacher Observation	
	2.B.K.2: predict what comes next	Picture “walk” Cover preview Shared reading Modeled reading Guided reading Library Curriculum	Teacher Observation	
	2.B.K.3: identify and explain that print is a source of information and enjoyment	Picture “walk” Cover preview Shared reading Modeled reading Guided reading Library Curriculum	Teacher Observation	
<b>C. decode words.</b>	2.C.K.1: identify letters matched to a sound	Explicit instruction on letter sounds	Checklist of letter sounds	

			Nonsense words	
	2. C.K.2.: blend letter sounds in one-syllable words	Guided Reading Intervention time	Teacher Observation	
	2. C.K.3: use basic word analysis strategies (initial sounds, rhyming sounds, letter substitution, word building)	Whole group instruction Intervention time	Oral check Written	
<b><i>D. make explicit mental pictures of concrete information.</i></b>	2.D.K.1: use new vocabulary in context of story	Post and Tally Draw a picture	Tally marks Finished product	
	2.D.K.2: illustrate a picture in response to a story	Post and Tally Draw a picture	Tally marks Finished product	
<b><i>E. determine meaning of unknown words.</i></b>	1.E.K.1: apply new vocabulary through stories and instruction	Have you ever....? Think alouds	Discussion	
<b><i>F. demonstrate competence in vocabulary usage and word recognition.</i></b>	1.F.K.1: use a variety of strategies to develop and expand vocabulary	Post and Tally Whole Group	Observation Participation	
<b><i>G. consistently confirm and revise simple predictions about text.</i></b>	2.G.K.1: answers questions regarding text	Explicit instruction	Teacher Observation	

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

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. draft, revise, edit, and publish a written composition conveying intended purpose.</b>	3.A.K.1: create a class book (C)	Modeled or Shared Writing Interactive Writing	Published Product	
	3.A.K.2: be able to write 26 upper and lower case letters	Practice correct daily formation of letters Through dictation students are able to write a letter	Writing samples or letter formation	
	3.A.K.3: be able to spell or type one syllable decodable words and sight words that are grade appropriate (T)	Through dictation students are able to write a letter or word or sentence. Through dictation students are able to write sight words	Writing samples of words	

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

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. demonstrate the ability to use descriptive language.</b>	4.A.K.1: use writing as a tool for learning to communicate information and ideas	Modeled and shared writing Interactive writing Guided writing Independent writing	Observation Checklists	
	4.A.K.2: construct a sentence using a describing word	Modeled and shared writing Interactive writing Guided writing Independent writing	Complete a closed sentence. "The ____ cat".	
<b>B. use conventions of print in writing.</b>	4.B.K.1: write left to right	Modeled and shared writing Interactive writing Guided writing Independent writing	Checklists	
	4.B.K.2: print upper and lower case letters correctly	Modeled and shared writing Interactive writing Independent writing	Checklists	
	4.B.K.3: use capital letters at the beginning of first and last names	Modeled and shared writing Interactive writing Independent writing	Checklists	
	4.B.K.4: identify the uses of ending punctuation in print	While reading, call to students' attention the punctuation	Point to the punctuation	

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

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. communicate ideas clearly.</b>	5.A.K.1: share information and ideas audibly	Explicit Instruction Modeling	Observation	
	5.A.K.2: share information using complete sentences	Explicit Instruction Modeling	Observation	
<b>B. use appropriate body language when speaking.</b>	5.B.K.1: sit quietly, look at speaker and/or attend to media	Explicit Instruction Model and practice	Observation	

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**Standard 6: Students will use listening skills for interpretation, feedback, and analysis.**

**Kindergarten:**

<b>Benchmark The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. participate in group discussions.</b>	6.A.K.1: demonstrate taking turns	Explicit Instruction	Observation	
	6.A.K.2: stay on task	Explicit Instruction	Observation	
	6.A.K.3: use appropriate voice level	Explicit Instruction	Observation	
<b>B. use questions as a problem solving technique.</b>	6.B.K.1: respond to who, what, and where questions after listening to a text (MCGF)	Think alouds Shared reading Modeled reading Guided reading Class discussion	Observation Student Response	
	6.B.K.2: identify unfamiliar words and ask what they mean (MCGF)	Think alouds Shared reading Modeled reading Guided reading Class discussion	Observation Student Response	

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

**Kindergarten:**

<b>Benchmark: The student will:</b>	<b>Grade level Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. interpret connections between viewed media and course content.</b>	7.A.K.1: compare and contrast viewed media and course content and use a range of strategies to interpret visual media	Venn Diagram between books and media	Oral participation	
<b>B. demonstrate his/her understanding of viewed media as a narrative form.</b>	7.B.K.1: describes how literary forms can be represented in visual narratives (T)	Viewing literature in DVD or VHS form	Observation Discussion	
<b>C. evaluate viewed media</b>	7.C.K.1: identify effects of using media on society and culture (G,T)	Brainstorm a list	Observation Checklist	

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

**Kindergarten:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>	<b>Instructional Timeline</b>
<b>A. uses multiple resources to find information for research topic.</b>	8.A.K.1: identify that dictionaries and encyclopedias are used to gather data	Model Guided Practice	Observation Checklist	