

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

*MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers and previously learned strategies, the student will*

Outcomes	Assessment	Strategies
<p>Concepts About Print</p> <ul style="list-style-type: none"> <li>• use titles, tables of contents and chapter headings to locate information</li> <li>• locate and identify illustrator</li> <li>• recognize the purpose of a paragraph</li> </ul>	<p>For each chapter book read as a class, students will identify the title, author, illustrator, and tell what they think the story will tell based on the chapter headings.</p> <p>Use resource books such as a children's atlas to have students locate specific maps from the table of contents.</p> <p>Students will read a paragraph and identify the beginning, middle and end ideas in the paragraph.</p>	<p>Use all textbooks to practice identifying book titles, table of contents, chapter headings.</p> <p>Locate chapter page numbers or titles in real story books.</p> <p>Do book studies through pictures of illustrators such as Steig and Keats noting special effects of the art work.</p> <p>Develop beginning, middle and end concept in paragraphs by using cartoon strips that can tell a story in one paragraph. Students will tell the story of the pictures with special attention to beginning, middle and end.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> <li>• add, delete, or change middle sounds to change words (e.g., pat to put)</li> <li>• use knowledge of print-sound mappings to sound out unknown</li> </ul>	<p>Students will look for known patterns in decoding words. (Words will be decoded in context and within students' experiences.)</p>	<p>Create vowel word families and be able to identify real and nonsense words: lat, let, lit, lot, lut.</p>

Outcomes	Assessment	Strategies
<p>words</p> <ul style="list-style-type: none"> <li>• look for known chunks or small words to attempt to decode an unknown word</li> <li>• recognize long vowel patterns in words (ex. a_e, ai_, _ay ee, ea, _y i_e, _igh, _y o_e, oa u_e, _ew)</li> <li>• reread inserting the beginning sound of the unknown word</li> <li>• decode regular multi-syllabic words and nonsense words (e.g., capital, Kalamazoo)</li> <li>• read irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</li> </ul>		<p>Use big words such as Mississippi to find familiar parts of words: miss, is, sis, sip. Develop a sight word reading list to develop a word wall.</p> <p>Create a pattern hunt with special words. Let students determine the pattern and find other words that follow the same pattern. (Patterns can include diphthongs, special vowel spellings, or endings [ing, ed, es]).</p> <p>Take one long vowel pattern each month to introduce and reinforce the various spellings of the long vowel.</p>
<p>Fluency</p> <ul style="list-style-type: none"> <li>• pause at appropriate end points (e.g., comma, period)</li> <li>• use appropriate pace</li> <li>• use appropriate inflection for dialogue</li> <li>• use more than one strategy to determine if oral text makes sense</li> </ul>	<p>Students read aloud to the class from the author's chair after prior practice. Teacher asks the questions to determine if oral text made sense.</p>	<p>Use the analogy of a stop light to present the punctuation in a sentence. Green is the capital letter at the beginning of the sentence, yellow is the comma within the sentence and red is the period or question mark at the end of the sentence.</p> <p>Have students take parts in a written play and read only their specified part. Bridge that learning to dialogue in the story and assign given characters.</p>

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		<p>After reading a story, students reflectively ask questions to make sense of what they read: What was this about? Was there anything I didn't understand? Did anything not make sense?</p>
<p>Reading Strategies</p> <ul style="list-style-type: none"> <li>• skip difficult words in an effort to read on and determine meaning</li> <li>• return to the beginning of a sentence and try again</li> </ul>	<p>Allow students to substitute a word such as <i>skip</i>, <i>blank</i> when orally reading a section and coming to a word that is unfamiliar. Ex. There was too much <i>granulated</i> sugar in the ice tea.</p> <p>There was too much <i>blank</i> sugar in the ice tea.</p>	<p>Write sentences that have at least one difficult word in each sentence on a transparency, chart paper, or blackboard. Let students read silently and look for difficult words. Show students how to read around the difficult word and make sense of the sentence. Go back and try to sound out the difficult word. Reread the sentence.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> <li>• develop a vocabulary of 500-800 regular and irregular sight words</li> <li>• know and relate meanings of simple prefixes and suffixes</li> <li>• understand concept of antonyms and synonyms</li> </ul>	<p>Use the word wall for students to find words defined in clues that the teacher or students create:</p> <p>Ex.: I'm looking for a word that begins with a prefix that means <i>out of</i>.</p> <p>I'm looking for a word that is the antonym of enter.</p>	<p>Use the Dolch reading list to determine words to add to the word wall. Introduce at least one word a day.</p> <p>Students create their own personal dictionary of unfamiliar sight words.</p> <p>Introduce common prefixes such as <i>in</i> and <i>ex</i> in words familiar to students. Create illustrations of the prefix. Do the same with familiar suffixes such as <i>ing</i>, <i>ed</i>, <i>es</i>.</p> <p>Have an opposite day and then a same day. On opposite day students have to play Simon Says in an opposite manner.</p>

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		On same day, the student has to say the same thing in another way.
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> <li>• demonstrate ability to recall facts and details of text</li> <li>• recognize cause and effect in texts</li> <li>• make inferences and support with textual information</li> <li>• continue to identify story elements in texts</li> <li>• respond to text by using how, why and what-if questions</li> <li>• classify facts into categories</li> </ul>	<p>Determine a purpose for reading a text prior to the reading. After students read the text, the students respond to questions posed by the teacher that relate to the purpose. Students may use any graphic that will assist with comprehension.</p>	<p>Use graphic organizers such as a spider map to recall facts and details, network tree/mini map to make connections between concepts and fishbone maps to relate cause and effect.</p> <p>After reading texts, let students respond in groups. Create a how group, a what group and a why group.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> <li>• locate information using alphabetical order to the second letter</li> </ul>	<p>Have students alphabetize to the second letter first and/or last names of classmates.</p>	<p>Choose a science topic to find information. Use a children's encyclopedia to locate the information. Let the class determine which encyclopedia would have the needed information</p>

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

*MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:*

Outcomes	Assessment	Strategies
<p>Word Study</p> <ul style="list-style-type: none"> <li>• apply correct long and short vowel patterns in writing</li> <li>• use root words, compound words, antonyms in writing</li> <li>• alphabetize by the third letter</li> </ul>	<p>Use correct spelling of words with short and long vowel patterns.</p> <p>Use grade appropriate dictionaries to locate words that they do not know how to spell.</p>	<p>Fill in the blanks of a sentence or paragraph with words from the “vowel of the month”.</p> <p>Ex:  <i>In the month of ____ I came ____ to school because the bus would not ____.</i>  <i>(May            late            wait)</i></p> <p>Match the two parts of compound words and then use the compound words to write a story or describe a happening.</p> <p>Create a class dictionary where words can be rearranged to practice alphabetical order to the third letter.</p>
<p>Word Usage</p> <ul style="list-style-type: none"> <li>• define, use, spell contractions correctly:                      I’m, I’ll, I’ve, you’re, he’s, she’s, it’s, we’ve, we’re, isn’t, aren’t, don’t, won’t, let’s, they’re, isn’t</li> <li>• replace contractions in formal writing with the words they represent</li> <li>• distinguish singular and plural nouns</li> <li>• use plural rules for _es (churches)</li> <li>• use subject pronouns that agree with</li> </ul>	<p>Students will use singular and plural nouns and correct subject pronouns in all forms of writing. Students will consistently use the correct tense of a verb.</p>	<p>Orally and in writing, have students identify the contraction and change the contraction to the words the contraction represents.</p> <p>Write sentences with a singular subject. Change the subject to the plural form and rewrite the sentence correctly with subject-verb agreement. Use past, present and future forms of the verb.</p>

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<p>the antecedents</p> <ul style="list-style-type: none"> <li>• select modifiers (adjectives) that convey precise meaning</li> <li>• use the past, present and future forms of verbs in sentences</li> </ul>		<p>Substitute subject pronouns with a correct singular or plural noun. Substitute a singular or plural noun with a correct pronoun.</p> <p>Use a graphic organizer (spider map) with a picture in the middle. Students write precise adjectives to describe the picture.</p>
<p>Sentence Structure and Development</p> <ul style="list-style-type: none"> <li>• write a coherent paragraph that includes complete sentences, indentation, main idea and detail sentences</li> <li>• use the word <i>and</i> to combine sentences</li> <li>• include descriptive words/phrases in story writing</li> </ul>	<p>Students will use complete sentences and appropriate indentation in all written paragraphs.</p> <p>Students will revise paragraphs by adding descriptive words or phrases that enhance the paragraph. Where appropriate, students will combine simple sentences with <i>and</i>.</p>	<p>Using chart story experiences, begin with forming complete sentences and identify the main idea. Rewrite the sentence adding descriptive words or phrases about the main idea. Build from the first sentence a coherent paragraph with supporting details about the main idea.</p> <p>Identify simple sentences in chart story experiences that can be combined into one sentence using <i>and</i>.</p>
<p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> <li>• use correct capitalization for titles, organizations and poetry</li> <li>• use periods after commands, abbreviations and initials</li> <li>• use exclamation point</li> <li>• use apostrophe in contractions</li> <li>• use commas in a friendly letter</li> </ul>	<p>Students will use correct capitalization and end point punctuation in all forms of writing.</p> <p>Students will use commas in the salutation and complimentary close in a friendly letter.</p>	<p>Use a newspaper to find examples of correct capitalization of titles and organizations.</p> <p>Create sentence strips and then cut each word into a separate strip. Let students recreate the sentence and decide which form of punctuation is needed for each sentence.</p> <p>Give students a paragraph without punctuation. Have students add the correct punctuation.</p>
<p>Writing Skills</p> <ul style="list-style-type: none"> <li>• use correct form of manuscript writing</li> </ul>	<p>Student will use penmanship skills in all</p>	<p>Students will practice manuscript and</p>

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<ul style="list-style-type: none"> <li>• introduce upper and lower case letters in cursive</li> <li>• reproduce words in cursive</li> <li>• write in complete sentences with capitalization and end punctuation</li> <li>• apply indentation rules for paragraphs and letter writing</li> </ul>	<p>writing exercise.</p> <p>Student will write complete sentences using appropriate capitalization and punctuation.</p>	<p>cursive writing using appropriate lined paper. A consistent penmanship format will be taught and followed throughout the school (Palmer, D'Nealian, etc.)</p> <p>Students will practice spacing for indentation.</p>
<p>Writing Process</p> <ul style="list-style-type: none"> <li>• record ideas in sentence form</li> <li>• use brainstorming then clustering to begin writing</li> <li>• engage in pre-writing activities</li> <li>• apply pre-writing activities to the writing process</li> <li>• form sensory images</li> <li>• use a writing checklist for revision</li> <li>• explain why a piece of written work is chosen for one's portfolio</li> </ul>	<p>Following the model used in whole class instruction, students will follow each step of the writing process:</p> <ul style="list-style-type: none"> <li>• brainstorming</li> <li>• grouping ideas</li> <li>• sequencing thoughts</li> <li>• first draft</li> <li>• using revision checklist</li> <li>• writing final product</li> <li>• writing why the piece would be included in the portfolio</li> </ul>	<p>As a whole class, brainstorm ideas for a designated topic using a graphic organizer. Rewrite each idea in a complete sentence. Use ordering techniques to put ideas in a logical sequence.</p> <p>From the brainstorming session with the graphic organizer, use colored markers or crayons to group ideas.</p> <p>Create a writer's revision checklist by adding newly learned and practiced concepts to a revision sheet. Students use this revision sheet with each final draft of written work.</p> <ul style="list-style-type: none"> <li>• Each sentence begins with a capital letter.</li> <li>• Each sentence ends with a . ! or ?</li> <li>• I combined two simple sentences into one sentence with the word <i>and</i>.</li> <li>• I have one main idea in my writing.</li> </ul>

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		<p>Have students bring in a favorite picture of themselves. Students tell the class why this picture is a favorite and what the picture shows. Students then write one sentence explaining why this is a favorite picture. Use the same lesson development for selecting writing to add to the student's portfolio.</p>
<p>Genres</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> <li>• write a personal narrative using the first person point of view</li> <li>• include main idea, characters, outcomes, setting and sequential plot</li> <li>• write a personal narrative that includes more than self in the story</li> </ul> <p><u>Descriptive</u></p> <ul style="list-style-type: none"> <li>• write a descriptive story using sensory description (5 senses)</li> </ul> <p><u>Expository</u></p> <ul style="list-style-type: none"> <li>• create lists of related topics</li> <li>• write a message</li> <li>• write a summary paragraph of something heard or read</li> <li>• write a simple report about a subject of interest to the writer</li> </ul>	<p>Students will use the steps in the writing process to:</p> <ul style="list-style-type: none"> <li>• write a personal narrative from the first person point of view and including characters other than just self</li> <li>• write a descriptive story that includes as many of the senses as possible</li> <li>• generate lists of topics that have some common element</li> <li>• write a message that was heard by all</li> <li>• write a two-three sentence paragraph that tells about something the students heard or saw (such as a school assembly)</li> </ul>	<p>Use a story written in first person such as Mercer Mayer's Little Critters Collection to teach first person and personal narrative. Use one of the stories as a template for students to develop a personal narrative that includes main idea, characters (including self), setting, a sequential plot and an outcome.</p> <p>After reading Tomie dePaola's <i>The Popcorn Book</i> identify the sense elements in the story. Create taffy from marshmallows and note changes in texture, shape, etc. Write a descriptive story about the experience.</p> <p>Create lists of related topics. Start with a general topic such as pets. Specify subtopics of the list such as dogs into different types of dogs. Have students read information on different types of dogs and share one or two sentences on the information they found. After sharing the information write a class report on what was learned about dogs.</p>



Outcomes	Assessment	Strategies
<p><u>Persuasive</u></p> <ul style="list-style-type: none"> <li>• state an opinion</li> <li>• support an opinion with at least one good reason</li> </ul> <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> <li>• write a friendly letter</li> <li>• compose an original nursery rhyme</li> <li>• write a reflective prayer</li> </ul>	<ul style="list-style-type: none"> <li>• choose a topic of interest from another subject area and write a simple report on that topic</li>   <li>• write a book report that includes the title and author and tells about the characters and the main idea convincing the reader of why this is a good book to read</li>   <li>• write a friendly letter that includes the five parts of a letter</li>   <li>• create an original nursery rhyme using the template of a familiar nursery rhyme</li>   <li>• write a prayer that includes reflection that expresses praise, thanks or sorrow</li> </ul>	<p>Write a telephone message that includes pertinent information. Write the name of the caller, who the message is for and at least one sentence that tells the message.</p> <p>Have students sample different flavors of Jello® or different types of cookies. Students state their opinion about their preferred flavor by writing and reading a complete sentence such as: Lemon was my favorite Jello® flavor because I like sour tastes.</p> <p>After reading aloud several nursery rhymes, the students will select a favorite nursery rhyme and rewrite it with a new twist.  Ex: Hey diddle diddle  My dad's in the middle  My brother jumped over the moon  My sister laughed to see such a sight  And my mother ran away with a goon.</p>

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>• elaborate on experiences and ideas</li> <li>• stay focused on a topic of discussion</li> <li>• offer feedback related to topics of discussion</li> <li>• ask for clarification</li> <li>• respond to ideas posed by others</li> <li>• begin paraphrasing to demonstrate understanding</li> <li>• identify a problem and state simple steps to solve the problem</li> <li>• expand one's comparative/superlative vocabulary</li> <li>• participate in a dramatization or play</li> <li>• begin to use graphic organizers to structure a short, oral presentation on a topic of interest</li> </ul>	<p>Students will give an oral presentation on a science topic of interest that addresses a problem (such as an environmental issue). They will use a graphic organizer to plan the presentation and use it as a guide for delivering the presentation.</p> <p>Students present a book report through dramatization.</p>	<p>After listening to a story such as <i>A Taste of Blackberries</i>, students individually brainstorm experiences that frightened them. Students orally share in one or two complete sentences their frightening experience.</p> <p>Using the same story, students present something that frightens them and ask other students for ways to help them not be frightened. Students present their ideas to the speaker keeping with the presented topic.</p> <p>After reading a story about two contrasting characters such as the lion and the mouse, students dramatize a part of the story that would use comparisons.  Mouse: But I am smaller than you.  Lion: I am hungrier than you.  Mouse: You have the largest paws I have ever seen.</p> <p>Use a KWL graphic organizer for students to create and deliver a short presentation on a topic of interest to the student.</p> <p>Students restate something another student has said to demonstrate understanding through paraphrasing.</p>

All students will listen actively to information from a variety of sources in a variety of situations.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>• listen critically to identify main ideas and supporting details</li> <li>• begin to distinguish between types of speech (joke, a chat, a warning)</li> <li>• listen and contribute to class discussions</li> <li>• follow at least two-step oral directions</li> <li>• understand word meaning in context of the spoken word</li> </ul>	<p>From an audio taped selection, students listen to a story and then follow directions from the audio tape to present the main idea and supporting details in a specified format.</p>	<p>After teacher reads a fiction or non-fiction selection to the students, the students will work with partners to identify the main idea of the selection. Students will distinguish between main ideas and supporting details. Students will work with a partner to write a complete sentence identifying the main idea.</p> <p>The teacher prepares her class to listen to <i>The Very Hungry Caterpillar</i> and then a brief nonfiction account that explains how caterpillars become butterflies. The class is divided into groups, each with a different listening responsibility. The first group listens for information on cocoons, the second listens for information on how caterpillars live and the third group listens for what happens once the butterfly is born. Each group shares its information.</p> <p>As a whole class, students describe the characteristics of different types of speech. When a specific type of speech is heard (in a story in a book, from a video, etc.) students identify the type of speech and keep a chart of which type of speech they hear most often.</p> <p>Create a publishing center in the classroom. When a student has successfully written a story, the student can go to the listening center to listen to audio taped directions on how to make a book.</p> <p>Teacher selects homophones such as read and red and uses the word in context. Students explain the differences.</p>

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

<b>Outcomes</b>	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"><li>• recognize that media messages inform, entertain, or persuade</li><li>• recognize messages in simple advertisements</li><li>• recognize the work of a favorite illustrator</li></ul>	<p>Students create captions for cartoons and then the class decides if the caption and cartoon are entertaining, informing, or persuading.</p>	<p>Using newspaper advertisements, the teacher has students predict what the advertisement is telling them. Categorize messages as those that inform, those that entertain and those that persuade. Use the same strategy in viewing television advertisements.</p> <p>In conjunction with art class, compare styles of favorite artists and then illustrators. If prints are available of various illustrators, create a matching game to match more than one print with the appropriate illustrator. Use actual books when possible.</p>