

Subject	Grade	Unit	
Communication Arts	1	Reading 1A, 1B	View
Communication Arts	1	Reading 1C	View
Communication Arts	1	Reading 1D	View
Communication Arts	1	Reading 1E	View
Communication Arts	1	Reading 1F, 1G, 1H	View
Communication Arts	1	Reading 1I	View
Communication Arts	1	Reading 2A, 2C	View
Communication Arts	1	Reading 2B, 3B	View
Communication Arts	1	Reading 3A, 3C	View
Communication Arts	1	Reading 3D	View
Communication Arts	1	Writing 1A	View
Communication Arts	1	Writing 2A	View
Communication Arts	1	Writing 2B, 2C, 2D	View
Communication Arts	1	Writing 2E	View
Communication Arts	1	Writing 2F	View
Communication Arts	1	Writing 3A	View
Communication Arts	1	Writing 3C	View
Communication Arts	1	Writing 3E	View
Communication Arts	1	Listening & Speaking 1A, 1B, 2A, 2B	View
Communication Arts	1	Information Literacy 1A, 1D, 2A	View

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 2, 3,

Show-Me Standards Process: 1.5, 1.6

Grade Level Expectations: 1A, 1B

Benchmarks:

Develop and apply skills and strategies to the reading process.

Performance Indicators(Local Objective)

Demonstrate concepts of print

1. Upper and lower case letters
2. First and last letters in words
3. Spaces between words
4. Letter and word order
5. Punctuation has meaning

Demonstrate ability to hear and say separate sounds in words

1. Separate and say sounds in words
2. Blend sounds to form words
3. Replace beginning and ending sounds to form new words

Activities and Assessments:

1. Pocket chart - matching of upper and lower case letters (beginning of the year)
2. Letter identification - internet practice - http://www.literacycenter.net/lessonview_en.htm
3. Handwriting practice – form letters, spacing, and capital and lower case letters correctly
4. Making words activities (individual and whole group) – change initial and final consonants in words to create new words
5. Identify words with a particular beginning or ending sound using big books, rhyme charts, student reading books, etc
6. Teach ‘finger space’ between words when writing (use **spaceman** if needed) and one space between words when typing (computer)
7. During making words and blending practice – switch letter order in words and have students identify new word (also identify if it is a real or nonsense word)
8. Create sentences, switch word order, and identify if the meaning of the sentence changes (use pocket chart, whiteboard and overhead projector/Elmo)
9. Reading workshop mini lesson – identify punctuation used and purpose. Then, using sticky notes, cover punctuation and have students name correct ending mark.
10. During making words lesson, create nonsense words and have students blend sounds together to make word

Resources:

McGraw-Hill, Copyright 2003, Grade 1, Units 1-5

Handwriting Without Tears, workbook

Easy Lessons for Teaching Word Families, Scholastic

Four Block – Making Words – Grade 1, Carson-Dellosa

Computer lab – Microsoft Word and Internet Explorer

Relevant Links:

<http://www.wfu.edu/academics/fourblocks/block4.html>

http://www.literacycenter.net/lessonview_en.htm

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Communication Arts

Class Name: 1st Grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 2, 3

Show-Me Standards Process: 1.6

Grade Level Expectations: 1C

Benchmarks:

Develop and apply skills and strategies to the reading process.

Performance Indicators (Local Objective):

1. Develop and apply decoding strategies to “problem-solve” regularly spelled one or two-syllable words when reading.

Activities and Assessments:

1. Beginning of the year – short vowel sounds (CVC pattern), then progress into long vowel sounds (CVCe pattern and two vowels together), vowel sound of ‘y’ and r-controlled vowels. Refer to Modern Curriculum Press series for several phonics activities each week
2. Making words activities – make short vowel word, change to long vowel – discuss how and why this occurs.
3. after reading, do a word hunt for a particular sound or chunk
4. Dr. Jean CD – vowel sounds
5. initial and final consonants, create word, change initial and final consonants to create new word – use pocket chart, overhead/Elmo and individual dry-erase boards
6. Spelling Tests – ability to apply decoding strategies to spelling
7. Lesson plans and assessments – [Between the Lions website](http://www.readwritethink.org/lessons/lesson_view.asp?id=173) – short vowel sounds
http://www.readwritethink.org/lessons/lesson_view.asp?id=173
8. Phonics book activities
9. Onset and rhyme - chunks (-ake, -ine, etc.), make phonics wheels.
10. Initial blends and digraphs – make words using a particular blend then change the blend to form new words- use note cards and different colors for the blends (Example: train, tr (blue) ain (green) then change to chain, ch (blue)
11. Create and separate words (pocket chart)
12. Clap or use ‘chin’ movement technique to determine syllables and words and divide words according to their syllables
13. Introduce soft and hard /c/ and /g/ sound
14. Pocket chart poems – use poem to identify particular concept

Assessment:

- assessments included within practice book
- spelling tests
- phonics book contains assessment within the book
- Nonsense word reading (DIBELS)

Relevant Links:

Students - www.starfall.com (Excellent resource for all phonics activities)

Students - www.pbs.org

Students – www.storyit.com (Excellent resource for phonics)

Resources:

McGraw Hill Reading, Copyright 2003, Grade 1, Units 1-5

Modern Curriculum Press, Phonics, Level A, Copyright 2003

Phonics, Teacher Created Resources, Book 1, 2, & 3, Copyright 2004

Exploring Word Families, Creative Teaching Press

Phonics Ad Libs, Level 1, Learning Resources

Easy Lessons for Teaching Word Families, Scholastic

Word Family Wheels, Scholastic

Short & Long Vowels, Grades 1 & 2, Teacher Created Materials

Month-by-Month Pocket Charts, Scholastic

Dynamic Indicators of Basic Early Literacy Skills – DIBELS

Relevant Links:

Students - www.starfall.com (Excellent resource for all phonics activities)

Students - www.pbs.org

Students – www.storyit.com (Excellent resource for phonics)

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Communication Arts

Class Name: 1st Grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 2, 3,
Show-Me Standards Process: 1.5

Grade Level Expectations: 1D

Benchmarks:

Develop and apply skills and strategies to the reading process.

Performance Indicators (Local Objective):

1. Read grade-level instructional text
 - by developing automaticity of an increasing core of high-frequency words
 - with appropriate phrasing and expression

Activities and Assessments:

1. Dolch sight words – master pre-primer, primer, first
2. Introduce five new word wall words each week: these words correlate with our reading series and spelling lists – word wall word assessments are given at the end of each week and quarter.
3. Complete a word wall word activity each day (**ideas attached**)
4. Sight word poetry
5. Phonics and Reading Practice books contains sight words and applying these words to sentences
6. During read-aloud, teacher models appropriate phrasing and expression
7. Reading mini-lesson – use simple picture book to establish expression and fluctuation of voice
8. **Reading inventories are timed to determine students wpm (words per minute)**
9. Play Sight Word Bingo – various levels available

Assessment:

- Dolch Sight Words
- Word Wall Words (**assessment attached**)
- Phonics and reading practice book pages
- **Reading inventories – Passages 1-6 (passage 1 & 2 beginning of the year, passage 3 & 4 middle of the year, passage 5 & 6 end of the year)**
- **Scholastic Reading Counts**

Resources:

McGraw Hill Reading, Copyright 2003, Grade 1, Units 1-5

Modern Curriculum Press, Phonics, Level A, Copyright 2003

Individual Reading Inventory and Running Record, Scott Foresman Reading Grades K-2

Sight Word Poetry, Teacher Created Materials

Sight word bingo games – several varieties used

Scholastic Reading Counts

Relevant Links:

Students – www.storyit.com – create sentences using sight words

Students – www.starfall.com – online books are read to students – modeling expression

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 2, 3,

Show-Me Standards Process: 1.5, 1.6

Grade Level Expectations: 1E

Benchmarks:

Develop and apply skills and strategies to the reading process.

Performance Indicators (Local Objective):

1. Develop vocabulary through text, using
 - **base words**
 - **classroom resources**

Activities and Assessments:

1. before reading – identify new vocabulary words and discuss their meanings – using them in sentences created by the teacher and students – students may also draw a picture to represent the meaning of a word or words
2. during reading – confirm understanding of vocabulary words by questioning their meaning
3. strive to connect new vocabulary words to ‘real-life’ situations
4. inflected endings –ed, -ing, -es – develop knowledge of meaning (ex: words that end in –ed occur in the past) and remove ending to establish base word – use pocket chart or word tiles
5. establish use of the dictionary to determine the meaning of unknown words – **student dictionaries are available within the classroom** – establish knowledge that the dictionary is arranged in alphabetical order for ease of locating words
6. establish use of the thesaurus to locate and use synonyms during writing and reading to locate words of similar meaning
7. 3rd quarter – add one new vocabulary word a day during calendar time to the vocabulary word wall, discuss word and definition – assess weekly over these words

Assessment:

- **Teacher created vocabulary assessments (written and drawings)**
- **Oral vocabulary inventories**
- Teacher observation

Resources:

- McGraw Hill Reading Series – students and teacher manuals
- **A Word A Day Primary vocabulary book, Evan-Moor Publishing**
- **Scholastic First Dictionary, Copyright 1998**
- Overhead projector/Elmo and word tiles

Relevant Links:

Phelps County R-3	Board Approved Date: Modification Date:
Subject: Communication	Class Name: 1 st Grade
Unit: Reading	Duration: On-going
Show-Me Standards Content: CA 2, 3, Show-Me Standards Process: 1.5, 1.6, 3.5	
Grade Level Expectations: 1F, 1G, 1H	
Benchmarks: Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective) <ol style="list-style-type: none"> 1. Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict with evidence • set a purpose for reading, with assistance 2. During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check using cueing systems: meaning, structure, visual 3. Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> • question to clarify • retell • reflect • analyze • draw conclusions
Activities and Assessments: <i>The following activities are designed to be used with all types of literature – and may be used singly or in combinations. Activities are to be molded to the theme of the reading.</i> Pre-Reading: <ol style="list-style-type: none"> 1. Read the title and the names of the author and illustrator – “What do you think a story with this title might be about?” 2. Do a picture walk - predicting 3. “Why should we read this story” or “Why did the author write this story?” – use predictions to set purposes for reading 4. Discuss what the students already know about the given topic or experiences they have had (KWL chart) – reflecting on prior knowledge and experiences 5. Brainstorm, cluster, create a web, draw – prior knowledge 6. Use ‘Before Guided Reading’ spinners – Book Preview and Let’s Take a Look 7. Preview story map 8. Graphic organizers 	

During Reading:

1. Assist students in constructing mental images – discuss what they are ‘picturing’ in their minds
2. Note what happens and why
3. Note key ideas and what supports them
4. Make and confirm inferences
5. Predict events and check predictions –
6. Drawing conclusions
7. Self-monitoring and self-correcting (ex: the story didn’t say - - but how do we know?)
8. Make judgments
9. Compare and contrast
10. Complete W of KWL chart – What I Want to Know?

Post-Reading:

1. Discuss prediction – were with confirmed, revised, or rejected?
2. Complete L of KWL chart – I Learned
3. Use the Four-block comprehension ‘beach’ ball
4. “Doing the book” – students reenact the selection
5. Complete story map
6. Complete writing prompts: My favorite part was when The funniest part was when The most interesting things I learned were I liked (did not like) this book because
7. write a different ending
8. Graphic organizers for – main idea and supporting details, story structure, nonfiction text and several others contained in ‘First Graphic Organizers: Reading’
9. Create a story poster which contains the main idea, supporting details, main characters, beginning, middle and end, etc.

Assessments:

Assessment for Before and During activities will be orally and in-class. Most After Reading Activities can be collected and asset on content, while others will be an oral assessment of knowledge obtained.

Resources:

McGraw Hill, Copyright 2003, Grade 1, Units 1-5

First Graphic Organizers: Reading, Grades K-2, Scholastic

Before Guided Reading Spinners, Creative Teaching Press

4-Block Comprehension beach ball

The Teacher’s Guide to the Four Blocks, Carson-Dellosa Publishing

Relevant Links:

Phelps County R-3 School

Board Approved Date:
Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 2, 3, 7

Show-Me Standards Process: 1.5, 1.6

Grade Level Expectations: 1I

Benchmarks:

Develop and apply skills and strategies to the reading process.

Performance Indicators (Local Objective):

1. Identify connections between
 - text ideas ---- similarities and differences in various fiction and non-fiction words, with assistance
 - text ideas and own experiences

Activities and Assessments:

1. Use the word 'real' and 'make-believe' in conjunction with fiction and non-fiction at the beginning of the year and establish the meaning and understanding of fiction and non-fiction
2. Tour the library and determine location of fiction and non-fiction books and how they are labeled differently
3. Assemble, from the library, a collection of books, both fiction and non-fiction from each genre – and allow students to categorize books into the appropriate category – discuss how students determined placement of books
4. Read and discuss 'Frog and Toad' book with a non-fiction book about frogs and create a Venn Diagram to establish and understand the similarities and differences between the two books (fiction and non-fiction books about any type of animals are appropriate)
5. Use compare/contrast graphic organizer to understand similarities and differences between any similar fiction and non-fiction book and to connect own experience to text
6. During or after reading – allow student to write, draw or orally explain what the text reminds them of, or what they thought about during the reading
7. During reading – teacher think-aloud – modeling what experiences or ideas they are bringing to the reading – do this daily allowing the students to become aware of how and why to connect text to life book talks

Assessments:

1. Reading inventories – scoring of connection to reader's life and other texts (rubric attached)
2. Practice pages – Social Studies and Reading
3. Venn diagram – comparing and contrasting a fiction and non-fiction book
4. Teacher observation
5. Constructed Response – 'Native Americans' – after reading the story "The Rough-Face Girl," select and describe two examples that show how this story compares to *Cinderella*. (attached)
6. Constructed Response – 'Lion and Mouse' – after reading two different versions of the story about the Lion and the Mouse, complete Venn diagrams to show at least three likenesses and three differences of the two stories.

Resources:

- LMC – Library Media Center
- McGraw Hill, Copyright 2003, Grade 1, Units 1-5
- McGraw Hill Social Studies, Copyright 2005, Grade 1, People and Places
- First Graphic Organizers: Reading, Grades K-2, Scholastic
- MAP, Constructed Response Items, 3rd Edition

Relevant Links:

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Reading	Duration: Ongoing
Show-Me Standards Content: CA 2, 3	
Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: 2B, 3B	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p> <p>Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</p>	<p>Performance Indicators (Local Objective):</p> <ol style="list-style-type: none"> 1. Read and respond to rhythm, rhyme and alliteration in poetry and prose. 2. Read and respond to rhythm, rhyme and alliteration in nonfiction text.
Activities and Assessments:	
<ol style="list-style-type: none"> 1. Teaching tune's booklets and listen to Dr. Jean CD's – 'Katalina Matalina', 'Nursery Rhyme Rap Time', 'I Know An Old Lady', 'Doctor Nicker Bocker' 2. Complete <u>Riddle Poem of the Day</u> – fiction and non-fiction selections available – circle rhyming words or a particular word family 3. Pocket chart poems – rhyming words can be displayed on a particular color sentence strip or covered and allow the students to predict what word is to be displayed 4. Use weekly word study poetry packets to develop phonics, fluency, and automaticity – fiction and non-fiction available 5. Maintain a thorough display of fiction and non-fiction text for students to read during independent reading time and for selection during teacher read aloud 6. Fiction and non-fiction independent reading selections are available throughout the reading series, as well as in our science and social studies textbooks 7. <u>Teacher's Helper</u>, available in the library, contains many rhyming pages throughout various content areas 	
Assessments:	
<ol style="list-style-type: none"> 1. Word study packet pages 2. Teacher observation 3. Riddle poem of the day worksheets 4. Student work samples 5. Individual Reading Inventory: Scott Foresman Reading – Task 2 Phonemic Awareness – Rhyming 6. Constructed Response – 'Rhyming Words' – after reading <u>EEK! There's a Mouse in the House</u>, use the sentence starter to write a sentence following the same rhyming pattern. 7. Performance Based Assessment – <u>'Mother Goose's Rhyme Time'</u> 	

Resources:

Teaching Tunes – Early Phonics, Dr. Jean, Scholastic

Riddle Poem of the Day – Scholastic

Month-by-Month Pocket Charts, Scholastic

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

McGraw Hill Social Studies, Copyright 2005, Grade 1, People and Places

MacMillan McGraw-Hill Science, Copyright 2005, Grade 1

Monthly Teacher's Helper magazine, The Education Center, Inc.

MAP – constructed response items – 4th edition and performance-based assessment – 5th edition

Relevant Links:

Phelps County R-3 School

Board Approved Date:

Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 3,

Show-Me Standards Process: 1.6, 2.4, 3.5

Grade Level Expectations: 3A, 3C

Benchmarks:

Develop and apply skills and strategies to comprehend, Analyze and evaluate nonfiction (such as biographies, Newspapers, technical manuals) from a variety of cultures and times.

Performance Indicators (Local Objective):

1. Identify and explain information in text, pictures, title and charts.
2. Use details from text to
 - Ask questions to clarify understanding
 - Recognize important information in text
 - Identify main ideas
 - Identify supporting details

Activities and Assessments:

1. Non-fiction independent reading selections are available throughout the reading series, as well as in our science and social studies textbooks
2. Read Write Think lesson plan – Adventures in Nonfiction: A Guided Inquiry Journal (lesson plan example attached)
3. Complete skill lessons in Science and Social Studies series – covers lessons in the areas of Chart and Graph Skills, Map and Globe Skills, Reading Skills
4. Create a monthly chart or graph representing a seasonal theme and all students to answer questions concerning the chart
5. Complete a picture walk of non-fiction texts, discussing how the pictures are relevant to the reading
6. Complete non-fiction graphic organizers available online, from teacher resource books, posters or students may develop one independently
7. Non-fiction comprehension spinner
8. Story map or poster
9. Timeline

Assessments:

1. Student work samples
2. Teacher observation
3. Assessment of non-fiction reading materials (classroom reading series)
4. Practice pages in Reading, Social Studies, and Science

Resources:

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

McGraw Hill Social Studies, Copyright 2005, Grade 1, People and Places

MacMillan McGraw-Hill Science, Copyright 2005, Grade 1

Monthly Teacher's Helper magazine, The Education Center, Inc.

Internet

First Graphic Organizers: Reading, Grades K-2, Scholastic

Four-Block non-fiction comprehension spinners

Library Media Center – wide selection of non-fiction materials

Relevant Links:

www.eduplace.com/graphicorganizer/ (graphic organizers)

www.freeology.com (graphic organizers)

www.readwritethink.org

Phelps County R-3 School

Board Approved Date:

Modification Date:

Subject: Communication Arts

Class Name: 1st Grade

Unit: Reading

Duration: Ongoing

Show-Me Standards Content: CA 3

Show-Me Standards Process: 1.5, 1.6

Grade Level Expectations: 3D

Benchmarks:

Develop and apply skills and strategies to comprehend,

Analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.

Performance Indicators:

1. Read and follow a simple direction to perform a task.

Activities and Assessments:

1. Toward the end of second quarter – students will be required to read the directions on a variety of textbook and practice book pages independently
2. Students complete following directions pages available in ‘The Teacher’s Helper’ and a variety of other first grade teacher resources
3. Write simple directions on the board for morning word for the students to complete
4. Classroom rules are established on the 1st day of School – these are a specific set of directions to students to follow each day and when a student violates a rule, have them identify which rule they have broken
5. Allow students to write simple directions or recipes to complete a task – teacher model process first
6. Several websites require students to read and follow directions to complete assigned activity

Resources:

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

Modern Curriculum Press, Phonics, Level A, Copyright 2003

Phonics, Teacher Created Resources, Book 1, 2, & 3, Copyright 2004

Science and Social Studies materials

Relevant Links:

<http://pbskids.org/lions/games/>

http://www.internet4classrooms.com/skills_1st.htm

<http://www.storyit.com/>

<h1 style="text-align: center;">Phelps County R-3 School</h1>	Board Approved Date: Modification Date:
	Subject: Communication Arts
Unit: Writing	Duration: Ongoing
Show-Me Standards Content: CA 1, 4, Show-Me Standards Process: 1.8, 2.1, 2.2	
Grade Level Expectations: 1A	
Benchmarks: Apply a writing process in composing text.	Performance Indicators (Local Objective): 1. Follow a writing process to <ul style="list-style-type: none"> • Brainstorm and record ideas in written form • Generate a draft in written form • Revise by adding detail and deleting unnecessary information, with assistance • Edit and proofread for capitalization and punctuation in sentences, with assistance • Publish writing with assistance
Activities and Assessments:	
<p><i>Writing Process Steps</i></p> <ul style="list-style-type: none"> • Sharing Ideas - Prewriting/Brainstorming • First Draft • Let's Make It Better – Revising • Editing • Final Copy <p><i>steps 3 and 4 will combined together for first grade</i></p> <p>Step 1 – Sharing Ideas – Prewriting/Brainstorming</p> <ul style="list-style-type: none"> • brainstorm words that go with a particular topic and create a word web or story map (venn diagram) – this can be accomplished with pictures and words • create a 4 square graphic organizer with sections labeled setting, character(s), problem and solution <p>Step 2 – – First Draft</p> <ul style="list-style-type: none"> • beginning of the year – add writing (a short sentences or a few words) to a drawing made about one of the topics they selected • create a sentence for each idea in the story map • write a few sentences for each square of the 4 square organizer 	

Step 3 and 4 – Let's Make It Better – Revising & Editing

- use partners to develop proofreading skills
- establish the use of positive comments/suggestions to others about their writing
- conduct a student/teacher conference – allowing the student to share with the teacher their creations – teacher assists with revisions (sticky notes are very handy)
- students must check for correct spelling of word wall words and use of capitals and punctuation correctly
- revision is done with the teacher by student rereading their story to make sure it makes sense and follows their graphic organizer plan

Step 5 – Final Draft

- Final drafts may be displayed and shared in a variety of ways including: class book, decorated paper, bound together with brads, staples, yarn, etc., hung in the hallway, shared with our classmates or classes, etc.

A writing portfolio will be maintained for each student and used as an assessment.

Unit Skills Test – given at the end of each reading unit – contains a writing prompt – this will also be used as assessment.

Selected writing activities – assessment

Assessments:

Constructed Response Item – ‘Seasons’ – use a T-chart to show at least four differences between Winter and Summer

Resources:

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

McGraw-Hill Language Arts, Copyright 2003, Grade 1

Internet

MAP – constructed response items – 3rd edition

Relevant Links:

<http://www.storyit.com/>

http://www.internet4classrooms.com/skills_1st.htm

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Writing	Duration: Ongoing
Show-Me Standards Content: CA 1, Show-Me Standards Process: 1.6, 2.2	
Grade Level Expectations: 2A	
Benchmarks: Compose well-developed text using standard English conventions.	Performance Indicators (Local Objective): 1. Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words
Activities and Assessments <ol style="list-style-type: none"> 1. Daily attention to correct letter formation – teacher model in all subject areas 2. Handwriting practice – Handwriting Without Tears practice pages 3. Reinforce ‘finger-space’ between each word and use spaceman if needed 4. Model and practice appropriate spacing when typing words using a keyboard 5. Letter stamps – trace 6. Practice forming letters correctly in the air with ‘magic’ pencil (finger) 7. Model appropriate and inappropriate letter formation and spacing and discuss the reasons why letter or words are incorrect 8. Use dry erase boards for handwriting practice 9. Write with a variety of materials – markers, crayons, paint, highlighters, colored pencils, etc. 10. Use websites to model appropriate letter formation Assessments: Writing portfolio Student work samples Handwriting samples (checklist attached)	

Resources:

Handwriting Without Tears workbook

Microsoft Word and the computer lab

Relevant Links:

<http://www.handwritingforkids.com/> (modeling)

www.abcteach.com (handwriting practice pages)

Phelps County R-3 School

Board Approved Date:

Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Writing

Duration: Ongoing

Show-Me Standards Content: CA 1,
Show-Me Standards Process: 1.6, 2.2

Grade Level Expectations: 2B, 2C, 2D

Benchmarks:

Compose will-developed text using standard English conventions.

Performance Indicators (Local Objective):

1. Capitalize names of people and beginning words of sentences.
2. In composing text, use period at end of sentence.
3. Use parts of speech correctly in written text
 - naming words (nouns)
 - action words (verbs)

Activities and Assessments:

1. Daily Oral Language (DOL) activities
2. Discuss why their names is capitalized and other names that should be (proper nouns)
3. Drill each day what a sentence should begin and end with – teacher model correct and incorrect ways and allow students to correct sentences
4. 2nd semester – students will be required to write sentences along with their spelling words – students create these sentences and then conferences with the teacher over the sentences that they have written and fix any mistakes - assessment
5. Teacher helper worksheets - assessment
6. Reading practice book activities and tests– assessment
7. Language arts practice book activities and tests - assessment
8. **Dr. Jean CD** – nouns and verbs
9. Noun assessment activity – using pictures from magazines – categorize the pictures into the appropriate noun category – person, place, thing – scoring guide attached
10. Establish that a verb is something you can do and a noun is something that you can touch – do examples each day
11. Use flash cards to categorize nouns and verbs
12. Website - http://www.internet4classrooms.com/skills_1st.htm - contains many punctuation activities as well as sorting of nouns and verbs

Resources:

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

McGraw-Hill Language Arts, Copyright 2003, Grade 1

Teacher's Helper magazines – available in the LMC

Dr. Jean CD – “Kiss Your Brain”

Relevant Links:

http://www.internet4classrooms.com/skills_1st.htm

<p style="text-align: center;">Phelps County R-3 School</p>	<p>Board Approved Date:</p> <p>Modification Date:</p>
	<p>Subject: Communication Arts</p>
<p>Unit: Writing</p>	<p>Duration: Ongoing</p>
<p>Show-Me Standards Content: CA 1,</p> <p>Show-Me Standards Process: 1.6, 2.1, 2.2</p>	
<p>Grade Level Expectations: 2E</p>	
<p>Benchmarks:</p> <p>Compose will-developed text using standard English conventions.</p>	<p>Performance Indicators (Local Objective):</p> <ol style="list-style-type: none"> 1. In writing, use <ul style="list-style-type: none"> • correct spelling of CVC words and high-frequency words • phonetic spelling • classroom resources to verify correct spelling
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Daily Oral Language (DOL) activities 2. 2nd semester – students will be required to write sentences along with their spelling words – students create these sentences and then conferences with the teacher over the sentences that they have written and fix any mistakes - assessment 3. Teacher helper worksheets - assessment 4. Reading practice book activities and tests– assessment 5. Language arts practice book activities and tests - assessment 6. Dr. Jean CD – word wall words, short and long vowel sounds, blends, chunks 7. Websites- contain many CVC and high-frequency word activities 8. Phonics practice book – assessment 9. Establish CVC and CVCe rule, two vowels together, vowel sound of ‘y’ 10. Each week - word wall words and phonics rule words are contained on the weekly spelling test 11. Establish use of dictionaries – each students has their own ‘spelling dictionaries’ which they keep in the desks and refer to when they need assistance, if they can not find their particular word in their dictionary then the teacher will assist them 12. Writing Portfolios will be maintained on each students and used as assessments. 	

Resources:

Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1

McGraw-Hill Language Arts, Copyright 2003, Grade 1

Teacher's Helper magazines – available in the LMC

Dr. Jean CD's

Modern Curriculum Press, Phonics, Level A, Copyright 2003

Phonics, Teacher Created Resources, Book 1, 2, &3, Copyright 2004

Relevant Links:

http://www.internet4classrooms.com/skills_1st.htm

<http://pbskids.org/lions/games/>

<http://www.starfall.com/>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Writing	Duration: Ongoing
Show-Me Standards Content: CA 1, Show-Me Standards Process: 1.6, 2.1, 2.2	
Grade Level Expectations: 2F	
Benchmarks: Compose will-developed text using standard English conventions.	Performance Indicators (Local Objective): <ol style="list-style-type: none"> 1. In composing text, write simple sentences.
Activities and Assessments: <ol style="list-style-type: none"> 1. Students will be required to write – in a variety of forms – each day – journal writing, responding to literature, holiday activities, event writing, non-fiction, poems, want ads, advertising, etc. 2. 2nd semester – students will be required to write sentences along with their spelling words – students create these sentences and then conferences with the teacher over the sentences that they have written and fix any mistakes – assessment 3. reading practice book activities and tests– assessment 4. language arts practice book activities and tests – assessment 5. published writing activities will be completed at least once a month 6. websites- contain many writing activities 7. phonics practice book – writing assessment at the end of each unit 8. teacher modeling – give examples of good and bad sentences and ways to enhance or correct sentences – do many activities throughout the year on how to make a sentence better 9. http://www.myschoolonline.com/ - scrambled sentences – unscramble the words to make a sentence 10. <i>6-point scoring rubric will be used to assess sentence writing – attached</i> 11. <i>Writing Portfolios will be maintained on each student and used as assessment</i> <p>Assessment:</p> <ul style="list-style-type: none"> • constructed response item contained in GLE 3C 	

Resources:

- Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1
- McGraw-Hill Language Arts, Copyright 2003, Grade 1
- Teacher's Helper magazines – available in the LMC
- Daily Journal Writing Prompts
- Modern Curriculum Press, Phonics, Level A, Copyright 2003

Relevant Links:

<http://www.storyit.com/> (wonderful website allowing students to create sentences)

http://www.internet4classrooms.com/skills_1st.htm

<http://www.starfall.com/>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Writing	Duration: Ongoing
Show-Me Standards Content: CA 4, Show-Me Standards Process: 1.8, 2.1	
Grade Level Expectations: 3A	
Benchmarks: Write effectively in various forms and types of writing.	Performance Indicators (Local Objective): Write narrative text that includes related sentences.
Activities and Assessments:	
<ol style="list-style-type: none"> 1. use literature as a springboard for narrative writing – discuss characters, setting, problem, solution, plot and theme during read aloud 2. draw pictures and allow students to describe who is in the picture and what is happening 3. use story organizers to assist students in writing their own story 4. use format of literature books to assist students in narrative writing – students can write their own version of familiar favorites such as “Hansel and Gretel” or “Cinderella” 5. present students with prompts to springboard their drawing and writing (see attached list of narrative writing prompts) - assessment 6. develop and model use of the word wall for students to use these words in their writing 7. use sequencing cards and direct student to sequence the pictures and tell a story about the pictures 8. explore the use of new words to make writing more interesting - teacher assisted 9. http://pbskids.org/arthur/parentsteachers/lesson/storywriting/ - write and illustrate a true or make believe story – Arthur 10. 6-point scoring rubric will be used to assess narrative writing – attached 11. <i>Writing Portfolios will be maintained on each student and used as assessment.</i> 	
Resources:	
<ul style="list-style-type: none"> • Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1 • McGraw-Hill Language Arts, Copyright 2003, Grade 1 • Teacher’s Helper magazines – available in the LMC • Modern Curriculum Press, Phonics, Level A, Copyright 2003 • Wide variety of narrative literature available in the LMC 	
Relevant Links:	
http://www.storyit.com/ (wonderful website allowing students to create sentences)	
http://www.starfall.com/	

Phelps County R-3 School

Board Approved Date:

Modification Date:

Subject: Communication Arts

Class Name: 1st grade

Unit: Writing

Duration: Ongoing

Show-Me Standards Content: CA 4,

Show-Me Standards Process: 1.8, 2.1

Grade Level Expectations: 3C

Benchmarks:

Write effectively in various forms and types of writing.

Performance Indicators (Local Objective):

1. Write **expository** text that includes related sentences.

Activities and Assessments:

1. Provide and use expository picture books to model meaning and sequential order and how authors develop ideas, organization and voice to help students in their own writings
2. Allow students to use pictures from an expository book and write about the pictures
3. Present students with prompts to springboard their drawing and writing (see attached list of expository writing prompts) - assessment
4. Develop and model use of the word wall for students to use these words in their writing
5. Explore the use of new words to make writing more interesting - teacher assisted
6. *6-point scoring rubric will be used to assess expository writing – attached*
7. *Writing Portfolios will be maintained on each student and used as assessment.*

Assessment:

- **Constructed Response Items – ‘Space’, ‘Field Trip to Weston Red Barn Farm’, and ‘Mouse Mischief’ (attached)**
- **Performance-Based Assessment – ‘Recycling Makes a Difference’ and ‘Jack-o’-lantern’**

Resources:

- Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1
- McGraw-Hill Language Arts, Copyright 2003, Grade 1
- Teacher's Helper magazines – available in the LMC
- Modern Curriculum Press, Phonics, Level A, Copyright 2003
- Wide variety of expository literature available in the LMC
- MAP – constructed response items – 2nd, 4th, and 5th editions and performance tasks – 3rd edition

Relevant Links:

<http://www.storyit.com/> (wonderful website allowing students to create sentences)

<http://www.starfall.com/>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Writing	Duration: Ongoing
Show-Me Standards Content: CA 4, Show-Me Standards Process: 1.8, 2.1	
Grade Level Expectations: 3E	
Benchmarks: Write effectively in various forms and types of writing.	Performance Indicators (Local Objective): <ol style="list-style-type: none"> 1. Identify <ul style="list-style-type: none"> • different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations) • audience and compost text, with assistance
Activities and Assessments: <ol style="list-style-type: none"> 1. Teacher read aloud from a variety of forms of written communication on a regular basis – available in the LMC 2. Provide opportunities for students to write the different forms of communication: <ul style="list-style-type: none"> • Lists – grocery list, sports, holidays, food, clothing, etc. • Thank-you notes – school personnel, for a gift, etc. • Friendly letters – (format attached) – students need to recognize the parts of a friendly letter – worksheets available in the Teacher’s Helper magazines • Poems – model and assist with a large variety of poetry 3. Establish author’s purpose after reading a particular text – teacher assisted 4. Before student’s write – develop their purpose for writing 5. <i>6-point scoring rubric will be used to assess thank-you letter – attached</i> 6. <i>Writing Portfolios will be maintained on each student and used as assessment.</i> 	

Resources:

- Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1
- McGraw-Hill Language Arts, Copyright 2003, Grade 1
- Teacher's Helper magazines – available in the LMC
- Modern Curriculum Press, Phonics, Level A, Copyright 2003
- Wide variety of literature available in the LMC

Relevant Links:

<http://www.storyit.com/> - many examples of poetry

<http://www.starfall.com/> - examples of all forms of writing

<http://www.abcteach.com/> - writing samples

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Listening and Speaking	Duration: Ongoing
Show-Me Standards Content: CA 1, 5, 6, Show-Me Standards Process: 1.5, 1.6, 1.10, 2.1, 2.3	
Grade Level Expectations: 1A, 1B, 2A, 2B	
Benchmarks: Develop and apply effective listening skills and strategies. Develop and apply effective speaking skills and strategies for various audiences and purposes.	Performance Indicators(Local Objective) <ol style="list-style-type: none"> 1. Listen <ul style="list-style-type: none"> • For enjoyment • For information • For simple directions to follow 2. Demonstrate listening behaviors (prepares to listen, listens without interruptions, maintains eye contact with teacher assistance. 3. Speak clearly when sharing ideas and asking questions in small and large groups. 4. Give simple oral directions.
Activities and Assessments: <ol style="list-style-type: none"> 1. Daily, during calendar time, listen and ‘dance or perform’ to a music selection from Dr. Jean or other artists 2. Play sight word bingo in which the teacher only says the sounds that make-up the word and students are to find the word with those particular sounds 3. Teacher read aloud everyday from a variety of fiction and nonfiction books and interesting articles from newspapers and magazines 4. Choral read 5. Listen to books on tape for enjoyment and to receive information 6. Listen to books read aloud on the computer 7. Teacher read aloud a poem every day – develops awareness of language, rhythms and imagery of poetry 8. Participate in talking and sharing circles 9. Weekly listen to the reading story on CD 10. Use listening poster to create awareness of appropriate listening behavior – feet on floor, hands on top of desk, eyes on speaker, mouths closed, ears open 11. Listening activities in which the teacher instructs the students to perform a given task 12. Allow for daily sharing, during calendar time, on student chosen topics and questioning on lesson presented 13. Teacher model appropriate way of speaking 14. Assign a task in which students are to work in pairs and instruct their partner on how to perform a given assignment such as a drawing, making something, following a recipe, etc. by given explicit, simple directions 15. Write a recipe on how to make a peanut butter sandwich, ice cream sundae or other simple food item 	

Assessment:

- student work samples (writing portfolio)
- teacher observation
- listening behaviors checklist – Speaking/Listening/Viewing Summary (attached)
- listening skills practice pages

Resources:

- Macmillan McGraw-Hill Reading , Copyright 2003, Grade 1
- Monthly Teacher's Helper magazine, The Education Center, Inc.
- Internet and computer lab
- Listening Skills for Young Children, Teacher Created Resources
- Listening Skills, Instructional Fair, Inc.
- Library Media Center – wide selection of books on tape
- Dr. Jean CD's - *Dr. Jean and Friends*, *Keep on Singing and Dancing*, *Sings Silly Songs*, *All Day Long*, *Just For Fun*, *Sing to Learn*, *Kiss Your Brain*
- Jack Hartman – *Hip-Hop AlphaBop*

Relevant Links:

www.starfall.com (read-aloud books)

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 1 st grade
Unit: Information Literacy	Duration: Ongoing
Show-Me Standards Content: CA 2, 3, Show-Me Standards Process: 1.1, 1.4, 1.7, 1.8, 2.3, 4.4	
Grade Level Expectations: 1A, 1D	
Benchmarks: Develop and apply effective research process skills to gather, analyze and evaluate information.	Performance Indicators(Local Objective) 1. Find resources on topics of interest, with assistance. 2. Give credit, through discussion, for others' ideas, images and information, with assistance.
Activities and Assessments: 1. provide daily opportunities for students to find reading materials of their own interest – classroom and library 2. research items of students choosing – what they would like to be when they grow-up, favorite animal, interesting facts about a particular animal – and gather information into a particular form; poster, research paragraph, oral presentation, etc. 3. during particular holidays; Thanksgiving, Columbus Day, Martin Luther King Jr. Day, President Day, etc., discuss individuals contributions 4. inventions – give credit to inventor 5. during research project – give credit orally to where the information was found 6. while working on the internet, discuss whom created the particular page, assignment Assessment: <ul style="list-style-type: none"> ● teacher observation 	
Resources: <ul style="list-style-type: none"> ● Instruction Technology staff member ● Library Media Center ● Internet ● <u>Teacher's Helper</u> magazine contains various holiday resources ● Monthly reproducible books from <u>The Mailbox</u> ● MacMillan McGraw-Hill People and Places, Copyright 2005, Grade 1 Relevant Links:	

