

Language Arts

Grade 1

Instructional Planning:

- Pre-read the selection
- Identify reading concept/competency
- Teach pre-requisite lessons
- Organize thinking by use of graphic organizer
- Formulate strategic question/learning goal
- Develop critical vocabulary

- Select before, during, and after strategies
 - ✓ Connect text with learner's prior knowledge
 - ✓ Predict, picture walk, revisit original prediction
 - ✓ Continue predictions throughout
 - ✓ Clarify unclear concepts/words
 - ✓ Model think-aloud process

- ✓ Monitor student thinking (metacognition)
- ✓ Provide personal connection to text
- ✓ Provide opportunities for discussion
- ✓ Provide opportunities for informal writing to learn
- ✓ Respond through discussion, writing/illustration
- ✓ Re-read to verify
- ✓ Provide opportunities to reflect on learning

COMPONENT	OBJECTIVES	COMPETENCY
<p>1.1 Reading/Literature</p>	<p>The following objectives must be used to support the competencies:</p> <p>1.1 Participates in reading activities using a variety of texts/genres, e.g., predictable language texts and big books; participates in repeated readings such as buddy, echo and choral</p> <p>1.2 Reads a variety of material with fluency and expression</p> <p>1.3 Listens to daily reading, on or above grade level, from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world</p> <p>1.4 Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theater, plays, writing, art, and music</p> <p>1.5 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>1.6 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and by using predictable text sequences</p> <p>1.7 Identifies and explores favorite authors/illustrators and titles, and engages in the study of a single author; also begins to develop an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language</p> <p>1.8 Uses pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>1.9 Uses reading strategies and critical thinking to understand information presented in a story or informational text</p> <ul style="list-style-type: none"> • identifies and recalls story elements (setting, plot, characters, problem/solution/resolution) 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>1.A. Main Idea/Essential Message Identifies relevant supporting details/facts, essential message and arranges events in chronological order</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read aloud or other literacy activity appropriate for story mapping, the student will demonstrate comprehension by retelling the story: <ol style="list-style-type: none"> a. through illustrations b. by oral retelling c. through writing <p>Retelling includes:</p> <ul style="list-style-type: none"> • Main characters • Setting • Problem and Solution • Sequence of events (L.A.A.2.1.1)(L.A.C.2.1.1) <p>1.B. Plot Development Understands the development of plot and how conflicts are resolved in a story</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read aloud or other literacy activity appropriate for story mapping, the student will demonstrate comprehension by creating an original ending appropriate to story elements <ol style="list-style-type: none"> a. through illustration b. by oral retelling c. through writing (L.A.E.1.1.2)

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	<ul style="list-style-type: none"> • generates and responds to details such as who, what, where, and when • draws conclusions • understands context clues both meaning and structure • understands structural analysis, phonetic as well as picture clues • identifies main idea, theme and support information • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions • identifies specific information including sequence of events • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>1.10 Increases comprehension by rereading, retelling, and discussing text elements both narrative and expository (informational text)</p> <p>1.11 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informational text</p> <p>1.12 Sorts/classifies objects or pictures into main groups/ categories</p> <p>1.13 Understands and uses instructional vocabulary and the appropriate transition words related for chronological order (first, next, then, last)</p> <p>1.14 Explores the author's intent in writing a selection. Responds to: Who would like this story? Why did the author write the passage? What was the author trying to share?</p> <p>2.1 Participates in reading activities using a variety of texts/genres, e.g., predictable language texts and big books; participates in repeated readings such as buddy, echo and choral noting similarities and differences</p> <p>2.2 Reads a variety of material with fluency and expression, noting similarities and differences</p>	<p>1.C. Author's Purpose Identifies author's purpose in a simple text</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read aloud or other literacy activity, the student will identify the author's purpose as to inform, to entertain, to persuade or to share/ experience <ol style="list-style-type: none"> a. through illustration b. by oral response c. through writing <p>(L.A.A.2.1.2)</p> <p><i>Student performance on retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric. (refer to CRP K-2 Companion) Competencies 1A, 1B, and 1C may be combined into one retelling or can be completed as individual tasks.</i></p> <p>2.D. Similarities and Differences Knows similarities and differences among the characters, setting and events presented in various texts</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read-aloud or other literacy activity, the student will identify

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	<p>2.3 Listens to daily reading, on or above grade level, from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world, and compares and contrasts text</p> <p>2.4 Responds to comparison and contrast in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p> <p>2.5 Compares and contrasts a variety of familiar literary forms (fiction, nonfiction, fairy tales)</p> <p>2.6 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast</p> <p>2.7 Relates comparative relationships to own experiences; makes comparisons by relating new information to prior knowledge</p> <p>2.8 Identifies and explores favorite authors/illustrators including those whose work reflect cultural variations which focus on holidays, music, art, clothing, customs, values, and language) while noting the similarities and differences</p> <p>2.9 Uses pictures, graphs, charts, maps, and captions to compare and contrast information</p> <p>2.10 Increases comprehension of compare and contrast elements by rereading, retelling, and discussion</p> <p>2.11 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, fairytales and nursery rhymes in order to compare and contrast</p>	<p>similarities and differences between characters, settings and events</p> <ul style="list-style-type: none"> • After reading or listening to two versions of the same text in a shared reading, read-aloud, or other literacy activity, the student will identify similarities of differences between characters, settings or events <ul style="list-style-type: none"> a. through illustrations b. by oral response c. through writing <p>(L.A.A.1.1.2)(L.A.E.1.1.1)(L.A.A.2.1.3)</p> <p>2.E. Compare and Contrast Recognizes the use of comparison and contrast in a text</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read-aloud or other literacy activity, the student will identify similarities and differences between characters, settings and events • After reading or listening to two versions of the same text in a shared reading, read-aloud, or other literacy activity, the student will identify similarities of differences between characters, settings or events <ul style="list-style-type: none"> a. through illustrations b. by oral response d. through writing <p>(L.A.A.1.1.2)(L.A.E.1.1.1)(L.A.A.2.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>2.12 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informative text in order to find similarities and differences</p> <p>2.13 Develops awareness of how things are the same or different; understands instructional vocabulary as well as appropriate words for comparisons (alike, different, but)</p> <p>2.14 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls story elements (setting, plot, characters, problem/solution/resolution) • generates and responds to details such as who, what, where, and when • draws conclusions • understands context clues • identifies main idea and support information • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands comparison questions • identifies specific information including sequence of events • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end <p>3.1 Participates in reading activities using a variety of texts/genres, e.g., predictable language texts and big books; participates in repeated readings such as buddy, echo and choral noting cause- and-effect relationships.</p> <p>3.2 Listens to daily reading from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world and discusses/describes cause-and-effect relationships</p> <p>3.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into cause-and-effect relationships</p>	<p>3.F. Cause and Effect Identifies cause-and-effect relationships in text (applies to fiction, non-fiction, poetry and drama)</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read aloud or other literacy activity, the student will describe the cause or effect of an action or event <ol style="list-style-type: none"> a. through illustration b. by oral response c. through writing <p>(L.A.A.2.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record</i></p>

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	<p>3.4 Relates cause-and-effect relationships to own experiences; makes connections by relating new information to prior knowledge</p> <p>3.5 Uses pictures, graphs, charts, maps, and captions to explore cause-and-effect relationships</p> <p>3.6 Uses reading strategies and critical thinking to understand information</p> <ul style="list-style-type: none"> • identifies and recalls story elements (setting, plot, characters, problem/solution/resolution) • generates and responds to details such as who, what, where, and when • draws conclusions • understands context clues • identifies main idea and support information • asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands cause-and-effect questions • identifies specific information including sequence of events • makes inferences based on text and prior knowledge: for example, character traits, feelings, actions, mood change from the beginning to end <p>3.7 Uses graphic organizers to help understand cause-and-effect relationships</p> <p>3.8 Supports oral and written responses (student restates/paraphrases ideas in own words) related to cause-and-effect with details from narrative or informal text</p> <p>3.9 Uses cause-and-effect questioning such as: Why did the event occur? What is the result of a particular action?</p> <p>3.10 Reads a variety of material with fluency and expression, noting cause-and-effect relationships</p> <p>3.11 Responds to cause-and-effect relationships in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p>	

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	<p>3.12 Looks for cause-and-effect relationships in a variety of familiar literary forms (fiction, nonfiction, fairy tales)</p> <p>3.13 Identifies and explores favorite authors/illustrators, including those whose work reflect cultural variations which focus on holidays, music, art, clothing, customs, values, and language while looking for cause-and-effect relationships</p> <p>3.14 Increases comprehension of cause-and-effect relationships by rereading, retelling, and discussion</p> <p>3.15 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, fairytales and nursery rhymes in order to understand cause-and-effect relationships</p> <p>3.16 Develops an awareness of cause and effect relationships; understands instructional vocabulary and uses appropriate words for cause-and-effect (because, as a result of, etc.)</p> <p>4.1 Participates in reading activities from a variety of texts/genres, e.g., predictable language texts and big books; participates in repeated readings such as buddy, echo and choral while using pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>4.2 Listens to daily reading from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world while exploring multiple representations of information</p> <p>4.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and understanding of multiple representation of information</p> <p>4.4 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and by using predictable text sequences</p>	<p>4.G. Reference Research L.A.A.2.1.3., L.A.A.2.1.5.</p> <p>Understands, recognizes, and uses maps, charts, captions and photos to comprehend text</p> <ul style="list-style-type: none"> • Before, during and after the reading of text, the student will notice the multiple representation of information. The student applies the information <ol style="list-style-type: none"> a. through illustration b. by oral response c. through writing <p>Student performance should be noted/reported on a checklist or anecdotal record.</p>

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	<p>4.5 Supports oral and written responses (student restates/paraphrases ideas in own words) with details from multiple representation of information found in narrative or informational text</p> <p>4.6 Develops awareness of reference research instructional vocabulary</p> <p>5.1 Participates in reading activities from a variety of texts/genres, e.g., predictable language texts and big books; participates in repeated readings such as buddy, echo and choral and responds to inference questions</p> <p>5.2 Listens to daily reading from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world and discusses inferred relationships</p> <p>5.3 Explores inference relationships through a variety of literary activities including role playing, drama and art</p> <p>5.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into inferred relationships</p> <p>5.5 Uses pictures, graphs, charts, maps, and captions to infer meaning from the text</p> <p>5.6 Uses reading strategies and critical thinking to</p> <ul style="list-style-type: none"> • identify and recall story elements (setting, plot, characters, problem/solution/resolution • draw conclusions • context clues • identify main idea and support information • ask how and why questions about a topic, understand the task the question requires, develop self-questioning techniques, understand different types of questions • identify specific information including sequence of events • makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end 	<p>5.H. Inference</p> <ul style="list-style-type: none"> • After reading grade level text or listening to a shared reading, read aloud, or participating in a literacy activity the student will respond to inference questions <ol style="list-style-type: none"> a. through illustration b. by oral response c. through writing <p>(L.A.E.2.1.1)(L.A.A.2.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>5.7 Understands the instructional vocabulary of inference and answers inferential questions by accessing prior knowledge and what was learned in the text</p> <ul style="list-style-type: none"> • How would you help Jack? (From the nursery rhyme Jack and Jill) <p>5.8 Explores pictures of places or authentic situations and responds to inferential questions such as <i>Where are we?</i> or <i>What is the weather like?</i></p> <p>6.1 Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression</p> <p>6.2 Listens to daily teacher-modeled reading from a wide variety of genres, e.g., nonfiction, fiction, poetry, picture and predictable books, with a special emphasis on fairy tales and families around the world</p> <p>6.3 Responds to literature through a variety of activities including reader's theater, choral reading, tape assisted-reading, drama, partner reading and re-reading familiar text in order to build phrasing and expression</p> <p>6.4 Participates in <i>daily word work</i> that targets high frequency words promoting accuracy and automaticity (Project B.E.A.R.)</p> <p>6.5 Participates in Guided Reading Groups</p> <p>6.6 Participates in daily Structured Independent Reading activities (3,4)</p> <ul style="list-style-type: none"> • Self-selects books, magazines from home, school or library at independent reading level <p>6.7 Practices oral rereading of text at independent level while teacher follows the procedure calculating correct words per minute (Assessment Guide, Put Reading First)</p>	<p>6.I Fluency (Oral)</p> <ul style="list-style-type: none"> • After discussion the student: <ul style="list-style-type: none"> • speaks fluidly using an appropriate speed and in an audible manner, • displays confidence and a sense of audience (reading to a teacher or a partner) • speaks with expression • Reads targeted high frequency words fluidly using appropriate speed and in an audible manner <ul style="list-style-type: none"> • by oral response • Reads text using appropriate rate and quality (expression to convey meaning) <ul style="list-style-type: none"> • by oral response (L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.C.3.1.4) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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1.II Composition	<p>The following objectives must be used to support the competencies:</p> <p>7.1 Refers to high frequency word wall and theme boards when completing shared or personal writing</p> <p>7.2 Begins to incorporate a rich vocabulary to enhance writing</p> <p>7.3 Uses writing conventions correctly: capitalization (proper nouns, beginning sentences, the word “I”, days of the week and months of the year); completes sentences (subject verb agreement); punctuation (periods, question marks, exclamation marks, dialogue marking, apostrophe after contractions and possessives)</p> <p>7.4 Uses handwriting appropriate for age and grade level consistently: writes first and last name from memory; forms upper and lower case manuscript letters correctly; spaces words evenly; forms numerals 0-9 correctly; writes final drafts legibly</p> <p>7.5 <i>Begins to move developmentally from temporarily to conventional spelling: using dominant sounds to represent words, patterns and structures to represent/think out words; begins to use more than one letter for each word; begins to use conventional spellings for high frequency and other known words</i></p> <p>7.6 <i>Participates in shared writing activities: news of the day (Project B.E.A.R.), response to literature, stories, retellings, journaling, letters, reports (content area)</i></p> <p>7.7 Writes a narrative and/or informative piece about a familiar experience or text</p> <p>7.8 Uses technology, e.g., computers in the production of writing pieces with teacher assistance</p> <p>7.9 Writes stories with a beginning, middle, and an end; produces a piece of writing that shows evidence of story book language, e.g., dialogue, story elements)</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>7.A After using a prewriting strategy such as clustering, listing, or drawing, the student will draft and publish a narrative piece of at least a paragraph: a. telling a complete story (beginning, middle, end) b. including events in chronological order c. using conventions of standard and written English (L.A.B.1.1.1)(L.A.B.1.1.3)</p> <p>7.B After using a prewriting strategy such as clustering, listing, or drawing, the student will draft and publish an expository piece of at least a paragraph: a. including organizational structure, steps and supporting details b. using conventions of standard and written English (L.A.B.1.1.1)(L.A.B.1.1.3)</p> <p>7.C The student will demonstrate the ability to write daily for a variety of purposes: a. teacher-directed writing b. self-initiated writing (L.A.B.1.1.1)(L.A.B.1.1.2)</p>

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	<p>7.10 Participates in various “writing to learn” activities including anecdotes, journals, instructions, response logs, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes</p> <p>7.11 Contributes and evaluates writing and other work to a portfolio (selected by both teacher and student)</p> <p>7.12 Shares and discusses all individual writing with a group or partner</p> <p>7.13 Participates in various prewriting techniques such as observing, listening, tasting, touching, drawing, brainstorming, listing, and webbing to generate ideas for shared and/or independent writing</p> <p>7.14 Produces a first draft that shows an understanding of the topic represented by words, sentences, and paragraphs</p> <p>7.15 Revises a first draft with coaching by teachers or peers; for example, add something, e.g., rich vocabulary, change something and take something away</p> <p>7.16 Edits a draft, for conventional spelling, grammar and mechanics</p> <p>7.17 Publishes writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books</p> <p>7.18 Conferences with peers and/or a teacher throughout the writing process as appropriate particularly during revision and editing</p> <p>7.19 Participates in all steps of the writing process with focus on a central idea, e.g., familiar person, place, object, experience using individual or group writings such as experience charts, cumulative class stories, big books, or simple informational texts that instruct or give directions</p>	<p>7.D Portfolio The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include reactions to selections read as well as student-created writing (e.g., reading journals, book reports, invitations, etc.)</p> <p>a. many pieces of self-selected writing, some of which show beginning use of the writing process</p> <p>b. evaluations of own progress for selected entries (L.A.B.1.1.2)(L.A.B.1.1.3)(L.A.B.2.1.2)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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<p>1.III Vocabulary/Word Study</p>	<p>The following objectives are to be used to support the competencies:</p> <p>8.1 Participates in daily phonemic awareness activities:</p> <ul style="list-style-type: none"> • Listening and rhyming games • Words and sentence length • Awareness of syllables • Segmenting/blending phonemes • Exploring initial and final sounds • Introducing names and symbols to sound (spelling) • Develop spelling sound correspondences through writing (Reference: <i>Phonemic Awareness in Young Children</i> by M.J. Adams) <p>8.2 Participates in daily word work in order to transfer and apply word knowledge (Project B.E.A.R)</p> <p>8.3 Uses pictures, graphs, charts, maps, word walls, and personal word banks to explore the meaning of words</p> <p>8.4 Participates in context-related activities to ensure the recognition of high frequency words and common decoding patterns:</p> <ul style="list-style-type: none"> • first 100 Fry Words • word patterns : CVC (red, sat); CV (he, go); CVC e (bike, came) <p>8.5 Uses knowledge of letter sound correspondence when reading and writing</p> <ul style="list-style-type: none"> • initial, medial, final single consonant sounds • initial and final blends and digraphs such as sh, ch, ck, ll, nd • short and long vowel patterns in words • spelling patterns/word families and relationships between words (Making Words Activities, Project B.E.A.R.) <p>8.6 Classifies, pictures, words and concepts</p> <p>8.7 Uses knowledge of prefixes and suffixes to determine meaning of words</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>8.A. Student will complete a performance task demonstrating knowledge of the sounds/patterns of oral language by:</p> <ul style="list-style-type: none"> • Generating rhymes • Counting number of word syllables by clapping • Matching initial sounds to pictures • Counting phonemes in words • Comparing word lengths • Write words by representing phonemes with letters (L.A.A.1.1.2)(L.A.D.1.1.1)(L.A.D.2.1.2)(L.A.E.2.1.2) <p>8.B. Student will complete a performance task of producing sounds and letters by:</p> <ul style="list-style-type: none"> • Writing dictated letters/words/sentences • Matching letters, sounds, and patterns (L.A.D.1.1.1) <p>8.C. Student will complete a performance task identifying meanings of unfamiliar words or phrases in passages, illustrations, graphs or charts using good reader strategies by:</p> <ul style="list-style-type: none"> • Reading and explaining meaning using context clues • Identifying patterns/word families • Using pictures to identify words • Producing sounds heard in words/sounding out (L.A.A.1.1.3)

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<p>1.IV Listening/Speaking/Viewing</p>	<p>8.8 Begins to use the context of a sentence to determine unfamiliar word meanings (Guess The Covered Word, Project B.E.A.R.)</p> <p>8.9 Acquires a print-related vocabulary through reading, listening and viewing a variety of materials daily; maintains new words through recording activities such as vocabulary notebooks/logs, class lists, or card files</p> <p>8.10 Begins to use negative words, e.g., none with understanding</p> <p>8.11 Participates in meaningful and rich word study when reading and writing that includes adjectives, synonyms, antonyms, compound words, contractions, multiple meaning words, figurative language/ idioms and alliteration</p> <p>8.12 Begins to integrate the use of varied word recognition strategies in children’s texts: context, rhyme, rhythm, patterned structures and phonics</p> <p>8.13 Compiles an alphabet pictiography</p> <ul style="list-style-type: none"> • Letters and representative pictures for all beginning sounds • Student generates at least 3 words for each picture using temporary or conventional spelling <p>8.13 Participates in Guided Reading groups</p> <p>The following objectives must be used to support the competencies:</p> <p>9.1 Increases level of language proficiency daily, using standard English, acceptable volume and rate, and vocabulary, sentence length and complexity appropriate to first grade</p> <p>9.2 Participates in oral language daily:</p> <ul style="list-style-type: none"> • Repeats with accuracy a pattern or refrain from a poem, song, or story, recites rhymes, poems, riddles, tongue twisters, nonsense verse, action and jump rope rhymes 	<p>8.D. Given a first grade-level passage, the student will demonstrate expanded vocabulary by rewriting the simplistic words or phrases in each sentence with parallel substitutions (ran, dashed, rushed in place of went fast), but still following the structure of the original sentences (L.A.A.1.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>9.A After viewing a film or production, the student will analyze ideas and react by:</p> <ol style="list-style-type: none"> a. Composing a question b. Sharing the favorite part with supporting comments (L.A.C.1.1.3)(L.A.C.3.1.2)

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<p>1.V Information Literacy/Study/ Test-Taking Skills</p>	<ul style="list-style-type: none"> • Gives and follows three step oral directions • Develops questions for peer response • Main idea in non-print communication • Understands the use of alliteration <p>9.3 Evaluates oral presentations of self and peers using teacher/student-developed criteria including conveying of meaning, engagement of the audience, body language (eye contact, gestures, posture), articulation, and standard conventions of English</p> <p>9.4 Develops active listening and courteous, appropriate responding when participating in small group and whole class discussions; uses acceptable ways of gaining attention; contributes effectively in cooperative learning settings</p> <p>9.5 Begins to gain an understanding of self and others through reading, viewing discussing, and listening to a variety of multicultural material</p> <p>9.6 Listens and speaks respectfully to persons in sharing information, ideas, values, and points of view reflecting various cultures</p> <p>9.7 Shows personal preference for listening to literature and other materials (such as nursery rhymes, songs, stories, informational books)</p> <p>9.8 Understands the difference between less formal language that is used at home and more formal language that is used at school and other public setting</p> <p>The following objectives must be used to support the competencies:</p> <p>10.1 Knows the order of the letters of the alphabet (ABC Order) in order to alphabetize words by the first letter and assist in obtaining information</p>	<p>9.B The student will demonstrate effective speaking, viewing, and listening skills by:</p> <ul style="list-style-type: none"> a. Delivering oral presentations including show-and-tell, reports, journals, sharing of experiences, recitation and retelling of stories, and poetry/nursery rhymes b. Evaluating the oral presentations of self and peers using teacher/student-developed criteria <p>(L.A.C.1.1.4)(L.A.C.3.1.1)(L.A.C.3.1.4)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>10.A In a cooperative group, the student will demonstrate the ability to access and use information by:</p> <ul style="list-style-type: none"> a. Selecting a topic (with teacher assistance if needed) related to current classroom

COMPONENT	OBJECTIVES	COMPETENCY
	<p>10.2 Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc.</p> <p>10.3 Reads, Rereads, and revisits text to verify information or perform other tasks that include use of graphs, charts, signs, maps and captions</p> <p>10.4 Targets information by underlining, highlighting, framing or circling, e.g., frame words or phrases using a bookmark, pointer, etc.</p> <p>10.5 Locates words in children’s dictionaries/glossaries</p> <p>10.6 Recognizes the title page of a book; uses the table of contents</p> <p>10.7 Identifies, secures, handles, and uses with care books and multimedia resources such as computers, filmstrips, audiotapes, interactive videos, newspapers, magazines, encyclopedias</p> <p>10.8 Extends experiences into research activities (seeking answers, additional information), using common source materials in the classroom, library or home</p> <p>10.9 Reads for information used in performing tasks which may include directions, graphs, charts, signs, maps or captions</p> <p>10.10 Follows oral test directions</p> <p>10.11 Begins to read written directions to complete daily assignments and as preparation for test-taking</p> <p>10.12 Becomes familiar with testing formats such as multiple choice, performance tasks, as well as other informal assessments, e.g., fill in the blank, matching, rank ordering</p> <p>10.13 Manages home study strategies (time/place for homework)</p>	<p>themes in reading or other content areas to present to the class</p> <p>b. Preparing and presenting a simple report using at least two media, e.g., drawings, charts, audiotapes, books, computers (L.A.D.2.1.3)(L.A.D.2.1.4)</p> <p>10.B The student monitors his/her thinking by: L.A.A.2.1.3.</p> <ul style="list-style-type: none"> • self-questioning, e.g., What was easy/difficult?, Does it make sense?, Does it sound and look right? <p>10.C The student will demonstrate basic study/test-taking skills by: L.A.A.2.1.3.</p> <ul style="list-style-type: none"> a. revisiting/re-reading text, charts, maps, pictures, etc. b. marking targeted words/information, e.g., underlining, highlighting, circling, etc. <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>