

LESA
Communication Arts Curriculum
2009

1. Strand: Reading

A. Standard: Students will develop and apply skills and strategies to the reading process.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. Basic concepts of print MO Reading 1.A IL Goal 1.A.1a	1. Demonstrate basic concepts of print by identifying upper and lower case letters, first and last letters in words, directionality in letter and word order, and that punctuation has meaning.	1. As students read to you in a group, note which of the basic concepts of print they understand.	Big Books Student Books Trade Books
2. How to recognize sounds and use phonemes to construct words. MO Reading 1.B IL Goal 1.A.1a	2. Demonstrate ability to use phonemes to construct words, produce rhyming words, segment and blend sounds, and replace beginning and ending sounds to form new words.	2a. Use tri-fold paper to record consonant sound placement in words. 2b. Use red/white/blue unifix cubes to demonstrate placement of sounds.	www.starfall.com
3. How to develop and apply decoding strategies to read unknown words. MO Reading 1.C IL Goal 1.A.1a	3. Develop and apply decoding strategies to read unknown words.	3a. Use letter cards or magnetic letters to form words with targeted vowel and selected consonants. 3b. Use letter cubes to roll and form words.	Computer generated lists of words to change initial and ending consonants
4. How to read grade level text with fluency. MO Reading 1.D IL Goal 1.A.1b	4. Read grade level text with increasing knowledge of high frequency words and with appropriate phrasing and expression.	4a. Use Word Wall activities to introduce and reinforce high-frequency words from reading text. 4b. Create word searches with high-frequency words.	www.puzzlemaker.com

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The student will know:

5. How to develop vocabulary by reading, listening to, and discussing unknown words in stories.

MO Reading 1.E

IL Goal 1.A.1b

6. How to use pre-reading strategies to aid comprehension.

MO Reading 1.F

IL Goal 1.B.1a

7. How to use strategies during reading.

MO Reading 1.G

IL Goal 1.B.1c

8. How to develop and apply post-reading skills to respond to text.

MO Reading 1.H

IL Goal 1.B.1c

The student will be able to:

5. Develop vocabulary by reading, listening to, and discussing unknown words in stories using root words, word chunks, and context clues.

6. Develop and apply, with assistance, pre-reading strategies to aid comprehension; access prior knowledge, preview, predict, and state a purpose for reading.

7. During reading and read-alouds, develop and utilize, with assistance, strategies to self-question and correct, infer, predict and check meaning, structure, and visual information.

8. Develop and apply post-reading skills: questioning to clarify, retell, reflect, draw conclusions, and analyze.

Suggested Activities

5a. Use sticky notes to cover key vocabulary.
5b. List words that children suggest.

6a. Use a KWL chart to plot information.
6b. Do a picture walk to preview book and suggest conclusion.

7. Use guided reading strategies to constantly check for comprehension.
Help students construct mental images representing ideas in text while reading.
Have students summarize occasionally during reading.

8a. Make a story web.
8b. Write story sentences on sentence strips and have students place in sequence.
8c. Create new endings to stories.

Suggested Resources

Text vocabulary list

Any text

www.ndreadon.com/teachertools.htm

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<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
9. How to make connections between text to text and text to self. MO Reading 1.I IL Goal 1.C.1c	9. Identify connections between text to text and text to self.	9a. Use Venn Diagram. 9b. Portray the story dramatically.	

B. Standard: Students will develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to use details from the text. MO Reading 2.A IL Goal 1.C.1e	1. Use details from text to locate names of author and illustrator and apply information in title and pictures.	1a. Complete author study. 1b. Compare and contrast styles of illustrators.	Classroom, school and public libraries
2. How to recognize rhythm, rhyme, alliteration, and figurative language. MO Reading 2.B IL Goal 2.A.2a	2. Recognize rhythm, rhyme, alliteration, and figurative language in read-aloud experiences and independent reading.	2a. Create class books using rhyme and alliteration styles of previously read books. 2b. Use choral reading activities.	
3. How to identify story elements. MO Reading 2.C IL Goal 2.A.1a	3. Use details from text, in independent reading, and read-alouds to identify: characters, problem, sequence, solutions, and setting.	3a. Create story maps. 3b. Make a character web. 3c. Draw setting pictures. 3d. Draw/write a different solution to the problem.	Graphic organizer blacklines

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C. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate non-fiction from a variety of cultures and times.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to identify and explain information in text, pictures, titles, and charts. MO Reading 3.A IL Goal 1.C.1f	1. Identify and explain information in text, pictures, title, and charts.	1a. Use non-fiction books for research. 1b. Fact scavenger hunt using non-fiction books.	Use computer web-sites for research
2. How to recognize sensory details. MO Reading 3.B IL Goal 2.B.1a	2. Recognize examples of sensory details in nonfiction text with assistance.	2. Reproduce picture according to description.	Nonfiction books
3. How to use details from text to demonstrate comprehension skills. MO Reading 3.C IL Goal 2.A.1b	3. Use details from text to demonstrate comprehension skills: clarify meaning, answer questions, identify main ideas, identify supporting details.	3. Use "thumbs up, thumbs down" to answer questions.	<i>Scholastic News</i>
4. How to read and follow simple directions to perform a task. MO Reading 3.D IL Goal	4. Read and follow a simple direction to perform a task.	4. Add details to a picture by reading a direction.	<i>Doodleloops</i> by Frank Schaffer

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2. Strand: Writing

A. Standard: Students will apply a writing process in composing text.

The student will know:

1. How to follow a writing process.

MO Writing 1.A
IL Goal 3.B.1a

The student will be able to:

1. Follow a writing process to generate a draft, reread and revise, and edit.

Suggested Activities

- 1a. Write cards for classmate and family members.
- 1b. Write letters to authors and relatives.
- 1c. Write prayers.

Suggested Resources

Use a variety of writing prompts.

B. Standard: Students will compose well-developed text.

The student will know:

1. There are different audiences for writing.

MO Writing 2.A
IL Goal 3.C.1a

The student will be able to:

1. Compose a text showing awareness of audience.

Suggested Activities

- 1a. Write thank yous.
- 1b. Make posters.
- 1c. Write invitations.
- 1d. Appreciation cards for pastors.
- 1e. Senior shut-in cards.

Suggested Resources

Real life situations

2. How to use pictures and words to compose a text.

MO Writing 2.B
IL Goal 3.B.1a

2. Compose text using pictures and words with ideas that relate to a topic, with assistance.

- 2a. Personal narratives.
- 2b. Explain how to play a game.
- 2c. Describe their drawing.

Journal prompts

Grade level: First Grade

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The student will know:

3. How to compose a text.

MO Writing 2. C

IL Goal 3.A.1

4. How to use specific and accurate words when composing text.

MO Writing 2.D

IL Goal 3.B.1a

5. Conventions of writing.

MO Writing 2.E

IL Goal 3.A.1

The student will be able to:

3. Compose a text with a beginning, middle, and end with complete sentences.

4. Compose text using some words that are specific and accurate.

- 5a. Print all letters legibly.
- 5b. Capitalize names of people and beginning words of sentences.
- 5c. Use periods at the end of sentences.
- 5d. Use naming and action words correctly.
- 5e. Spell high frequency words correctly.
- 5f. Use phonetic spelling.

Suggested Activities

3. Make triptychs: students use three sheets of paper labeled beginning, middle, and end. They then write and illustrate a sentence for each part.

- 4a. Write riddles and give clues about an animal.
- 4b. Listen to a recording of classical music and describe what is happening or how you feel.

- 5a. Use Daily Oral Language activities.
- 5b. Observe and monitor daily writing.

Suggested Resources

Noah's Ark story

Daily Oral Language curriculum

Grade level: First Grade

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C. Standard: Students will write effectively in various forms and types of writing.

The student will know:

1. The different types of writing and use them.

MO Writing 3.A

IL Goal 3.C.1a

The student will be able to:

1. Use narrative, descriptive, expository and persuasive features in writing and recognize different forms of written communication.

Suggested Activities

1. Use thank you notes, friendly letters, lists, poems, and invitations.

Suggested Resources

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3. Strand: Listening and Speaking

A. Standard: Students will develop and apply effective listening skills and strategies.

The student will know:

1. The purpose for listening.
MO Listening and Speaking 1.A
IL Goal 4.A.1a
IL Goal 4.A.1c

2. How to listen responsively, as is age-appropriate.
MO Listening and Speaking 1.B
IL Goal 4.A.1a

The student will be able to:

1. Listen for enjoyment, information, and simple directions to follow.

2. Demonstrate developmentally appropriate listening behaviors, i.e. listen without interruptions, make eye contact with speaker.

Suggested Activities

1a. Play *Simon Says*.
1b. Play games with spatial and directional words.

2. Develop classroom listening preparation routines.

Suggested Resources

Grade level: First Grade

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B. Standard: Students will develop and apply effective speaking skills and strategies for various audiences and purposes.

The student will know:

1. Have an understanding of clarity, volume, and pacing and will stay on topic while sharing an idea.

MO Listening and Speaking 2.A
IL Goal 4.B.1a

2. How to give clear and concise directions to complete a task.

MO Listening and Speaking 2.B

The student will be able to:

1. Speak clearly when sharing ideas, stay on topic, and use appropriate volume and pacing.

2. Give clear and concise directions to complete a task.

Suggested Activities

1a. Show and Tell
1b. Reader's Theater

2a. Use informal student to student help.
2b. Students use a map and give verbal directions how to get from one place to another.

Suggested Resources

Reader's Theater Gr. 1 by
Evan-Moor Publishing Co.

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4. Strand: Information Literacy

A. Standard: Students will develop and apply effective research process skills to gather, analyze, and evaluate information.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to find resources on topics with assistance. MO Information Literacy 1.A IL Goal 5.A.1b IL Goal 5.B.1a	1. Find resources on topics of interest with assistance.	1a. Make use of public library "teacher bags". 1b. Learn to use nonfiction section of the library. 1c. Use teacher selected websites for research.	Libraries Computer lab
2. That credit is to be given for others' ideas, images, and/or information. MO Information Literacy 1.D IL Goal 5.B.1b	2. Develop an awareness that credit is to be given for others' ideas, images, and/or information.	2. Show primary sources to students.	

B. Standard: Students will develop and apply effective skills and strategies to analyze and evaluate oral and visual media.

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
1. How to identify, with assistance, simple messages conveyed through oral and visual media. MO Information Literacy 2.A IL Goal 5.C.1b	1. Identify, with assistance, simple messages conveyed through oral and visual media.	1. Use internet video clips for learning and discussion.	