

LESA
Communication Arts Curriculum
2009

1. Strand: Reading

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

The student will know:

1. How to develop and apply decoding strategies to "problem solve" unknown words when reading grade level instructional text.

MO Reading 1.C
IL Goal 1.A.1a

The student will be able to:

1. Demonstrate the application of decoding strategies to "problem-solve" unknown words when reading grade level instructional text.

Suggested Activities

1a. Demonstrate to students the application of decoding strategies by sounding out letters, word parts, applying phonics rules such as a_e, and using context.
1b. Teach using word chunks, word work, word sorts, and making and breaking words.

Suggested Resources

Word Matters by Gay Su Pinnell & Irene C. Fountas

See *Scholastic* for additional resources

Phonics Lessons Series w/CD Rom and Poetry Bundle by Gay Su Pinnell and Irene C. Fountas

See books by Patricia Cunningham

Making Words by Patricia Cunningham and Dorothy P. Hall

Recipe for Reading by Frances Bloom and Nina Traub

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The student will know:

2. How to read grade-level instructional text with fluency, accuracy, and expression.

MO Reading 1.D

IL Goal 1.B.1d

3. How to develop vocabulary by reading, listening to, and discussing unknown words in stories using root words, classroom resources, and context clues.

MO Reading 1.E

IL Goal 1.A.1b

The student will be able to:

2. Read grade-level instructional text with fluency, accuracy, and expression.

3. Develop vocabulary by reading, listening to, and discussing unknown words in stories using root words, classroom resources, and context clues.

Suggested Activities

2a. Practice high frequency words.
2b. Practice with Reader's Theatre and small plays.
2c. Teach reading strategies with mini-lessons in small guided reading groups.
2d. Have students read with partners.

3a. Have a word of the day.
3b. Create a "Brilliant Words" chart when studying a particular subject or story.
3c. Have students look for interesting verbs, nouns, and adjectives when reading text or in read-alouds. As students read text, have them look for words they want to learn and words they learned from context clues. Then, record them in a personal journal.

Suggested Resources

Word Matters by Gay Su Pinnell & Irene C. Fountas

Guided Reading: Good First Teaching for All Children by Irene C. Fountas and Gay Su Pinnell

www.readinga-z.com

See books by Tim Rasinski, especially for reader's theatre

Christian Reader's Theater by Thomas Ewald

Words Are Categorical series by Brian P. Cleary

World of Language series by Ruth Heller

See Scholastic for additional resources

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The student will know:

4. How to develop and apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict with evidence, and set a purpose for reading.

MO Reading 1.F
IL Goal 1.B.1a

5. How to develop and utilize strategies during reading to self-question and correct, determine meanings of unknown words, self-monitor, question the text, infer, and visualize.

MO Reading 1.G
IL Goal 1.B.1c

The student will be able to:

4. Develop and apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict with evidence, and set a purpose for reading.

5. During reading, develop and utilize strategies to self-question and correct, determine meanings of unknown words, self-monitor, question the text, infer, and visualize.

Suggested Activities

4. Before reading a text, do a picture walk, make predictions with sticky notes, and complete a KWL chart.

5a. Have students use sticky notes to mark questions and unknown words when reading silently to be discussed later in a group.

5b. Students need to stop and think when reading to make sure the text makes sense. Ask the students, "Did that make sense?" "Does that look like that word?" "Does that sound right?"

Suggested Resources

Guided Reading: Good First Teaching for all Children by Gay Su Pinnell and Irene C. Fountas

The Art of Teaching Reading by Lucy Calkins

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The student will know:

6. How to apply post-reading skills to respond to text by identifying the main idea and supporting details, question to clarify, retell, reflect, draw conclusions, and analyze.

MO Reading 1.H

IL Goal 1.C.1d

IL Goal 2.B.1b

7. How to identify relevant connections between text to text (text ideas-similarities in information and relationships in various fiction and non-fiction works, text to self (text ideas and own experience), and text to world (text ideas and the world with assistance).

MO Reading 1.I

IL Goal 1.C.1c

IL Goal 2.A.1a

IL Goal 2.B.1

IL Goal 2.B.1c

The student will be able to:

6. Apply post-reading skills to respond to text by identifying the main idea and supporting details, question to clarify, retell, reflect, draw conclusions, and analyze.

7. Identify relevant connections between text to text (text ideas-similarities in information and relationships in various fiction and non-fiction works, text to self (text ideas and own experience), and text to world (text ideas and the world with assistance).

Suggested Activities

6a. Have students respond to their reading in their reading journals or fill out a story map to support the main idea and details.
6b. Assign students roles, such as Word Wizard, Connector, Discussion Director, Artful Artist, Passage Picker for discussion after reading.

7. Students will use sticky notes to make connections as they read, marking them T-T, T-S, and T-W. The teacher needs to model this in read-alouds.

Suggested Resources

See Scholastic for graphic organizers

Classroom Literature Circles for Primary Grades by Elizabeth Suarez Aguerre

Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels

Moving Forward with Literature Circles by Day, Speigel, McLellan, and Brown

[Developing Young Authors](#) by Susan Kilpatrick

Strategies that Work by Harvey and Goudvis

Mosaic of Thought by Keene and Zimmermann

Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension by Lori Oczkus

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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.

The student will know:

1. How to use details from text to locate and apply information in title, pictures, and table of contents.

MO Reading 2.A

IL Goal 1.B.1c

IL Goal 1.C.1e

2. How to identify examples of rhythm, rhyme, and alliteration.

MO Reading 2.B

IL Goal 2.a.1C

IL Goal 1.B.1b

IL Goal 2.A.1c

The student will be able to:

1. Use details from text to locate and apply information in title, pictures, and table of contents.

2. Identify examples of rhythm, rhyme, and alliteration.

Suggested Activities

1. Have students locate information using titles, pictures, and table of contents with a scavenger hunt.

2a. Read poems and rhymes regularly to the class.

2b. Use echo pantomimes and cheers for Bible stories.

2c. Have students do making/breaking activity with word families.

Suggested Resources

Textbooks
Picture books
Informational books

Phonics Lessons Series with CD Rom and Poetry Bundle by Gay Su Pinnell and Irene C. Fountas

If Peas Could Taste Like Candy
By Crystal Bowman (Christian poetry)

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The student will know:

3. How to use details from text to make basic inferences, predict solutions, and identify events in logical sequence.

MO Reading 2.C

IL Goal 1.C.1d

IL Goal 1C.1b

The student will be able to:

3. Use details from text to make basic inferences, predict solutions, and identify events in logical sequence.

Suggested Activities

3a. Have students make a timeline to show sequence in a story.
3b. Have students write a their own ending to a story or solve mysteries.

Suggested Resources

Use timeline software
See websites for minute mysteries

C. Standard: Students will 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.

The student will know:

1. How to locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs.

MO Reading 3.A

IL Goal 1.C. 1f

IL Goal 1.C.1b

The student will be able to:

1. Locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs.

Suggested Activities

1a. Have students gather charts, graphs, and diagrams from newspapers and magazines to discuss in class.
1b. Have students poll other classes to create their own graphs. Interpret information together as a class.

Suggested Resources

www.trcabc.com ([Teaching Resource Center](#))

Improving Reading Strategies & Resources by Jerry Johns and Susan Lenski

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The student will know:

2. How to explain examples of sensory details in nonfiction text.

MO Reading 3.B

IL Goal 2.A.1b

IL Goal 1.B.1b

3. How to use details from text to demonstrate comprehension skills previously introduced, ask questions to clarify meaning, answer questions, identify main ideas and provide support, retell sequence of events, and make basic inferences about problems and solutions.

MO Reading 3.C

IL Goal 1.B.1c

4. How to read and follow simple directions to perform a task.

MO Reading 3.D

IL Goal 1.C.1a

The student will be able to:

2. Explain examples of sensory details in nonfiction text.

3. Use details from text to demonstrate comprehension skills previously introduced, ask questions to clarify meaning, answer questions, identify main ideas and provide support, retell sequence of events, and make basic inferences about problems and solutions.

4. Read and follow simple directions to perform a task.

Suggested Activities

2. Have students draw a hand with five fingers. Label each finger with one of the senses. As they read the text, have students record sensory details they notice. A five-part graphic organizer can be used instead.

3a. Have students create a timeline of events after reading the text.

3b. Have one group of students read a text and create questions for other students to answer and discuss.

4a. Give students written directions for a simple art or science activity.

4b. Have students follow written directions for a scavenger hunt in the classroom or around the school.

Suggested Resources

See Scholastic for graphic organizers.

Kidspiration software

Use timeline software.

Use literature circle books.

See websites for minute mysteries.

Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension by Lori Oczkus

Art activity books and science project books

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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 to use a simple strategy in prewriting when appropriate, compose a draft in written form on student-selected topic, reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D), edit for conventions (refer to W2E) with assistance, and share writing.

MO Writing 1.A

IL Goal 3.A.1

IL Goal 3.B.1a

The student will be able to:

1. How to follow a writing process to use a simple strategy in prewriting when appropriate, compose a draft in written form on student-selected topic, reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D), edit for conventions (refer to W2E) with assistance, and share writing.

Suggested Activities

- 1a. Have a Young Author Day to celebrate your writing. Have students write, revise, and rewrite one of their best stories to be published and shared on the author day.
- 1b. Invite parents to a picnic where students share their finished work with their parents.
- 1c. Share daily journal writing with buddies.

Suggested Resources

- 6+1 Traits of Writing* by Ruth Culham
- Trait-Based Mini-Lessons for Teaching Writing* by Megan S. Sloan
- Using Picture Books to Teach Writing* by Ruth Culham
- The Art of Teaching Writing* by Lucy Calkins

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

The student will know:

1. How to compose text showing awareness of audience.

MO Writing 2.A

IL Goal 3.B.1b

IL Goal 3.C.1b

2. How to compose text with a clear controlling idea and relevant details/examples, with assistance.

MO Writing 2.B

IL Goal 3.B.1b

3. How to compose text with evidence of beginning, middle, and end and complete sentences or thoughts (declarative and interrogative).

MO Writing 2.C

IL Goal 3.A.1

IL Goal 3.B.1a

The student will be able to:

1. Compose text showing awareness of audience.

2. Compose text with a clear controlling idea and relevant details/examples, with assistance.

3. Compose text with evidence of beginning, middle, and end and complete sentences or thoughts (declarative and interrogative).

Suggested Activities

1a. Have students write a small play or story to be performed or read to another class.

1b. Form writing buddies with another class.

1c. Have students write a persuasive paragraph.

2. Have students bring one new Christmas gift to show to the class. Before they show the gift, they write a full description, giving as many clues and details as possible. Other students guess what the gift might be.

3a. Provide students with paper folded into thirds. Have students write the beginning in the first third. The middle of the story goes in the second third. The ending goes in the last third.
3b. Use other graphic organizers such as a sandwich or ice cream cone.

Suggested Resources

www.writinga-z.com

See www.studenttreasures.com to have students write and publish their own hard-cover book

See Scholastic for graphic organizers

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The student will know:

4. How to compose text using words that are related to the topic and some words that are specific and accurate.

MO Writing 2.D

IL Goal 3.B.1a

The student will be able to:

4. Compose text using words that are related to the topic and some words that are specific and accurate.

Suggested Activities

4a. Have students use a word web to write words related a topic.

4b. Have students use a four-square vocabulary strategy. In the top left quadrant, write a vocabulary word. On its right, write a personal association with the word. In the bottom left-hand square, write word's meaning. In the bottom right, write what the word does not mean.

Suggested Resources

Kidspiration software

Teaching Kids With Learning Difficulties in the Regular Classroom by Susan Winebrenner

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The student will know:

5. How to, in written text, space correctly between letters and words, capitalize days of weeks, names of towns, and cities, use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter, correctly use describing words (adjectives), and substitute pronouns for nouns, spell words with simple patterns and high frequency words correctly, use transitional spelling, classroom resources, especially dictionary, and spelling strategies, and write legibly.

MO Writing 2.E

IL Goal 3.A.1

The student will be able to:

5. In written text, space correctly between letters and words, capitalize days of weeks, names of towns, and cities, use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter, correctly use describing words (adjectives), and substitute pronouns for nouns, spell words with simple patterns and high frequency words correctly, use transitional spelling, classroom resources, especially dictionary, and spelling strategies, and write legibly.

Suggested Activities

5. Give students a copy, or post in your classroom, a list of Editor's Symbols. Show students how to edit for one convention at a time. Have word wall posted for reference in your classroom.

Suggested Resources

6 + 1 Traits of Writing by Ruth Culham

Trait-Based Mini-Lessons for Teaching Writing by Megan S. Sloan

See Scholastic for spelling resources.

Scaffolding Young Writers by Dorn and Soffos

Interactive Writing by McCarrier, Pinnell, and Fountas

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

The student will know:

1. How to compose narrative, descriptive, expository, and persuasive text and thank-you notes, friendly letters, lists, and invitations using appropriate text features.

MO Writing 3.A

IL Goal 3.B.1b

IL Goal 3.C.1a

The student will be able to:

1. Compose narrative, descriptive, expository, and persuasive text and thank-you notes, friendly letters, lists, and invitations using appropriate text features.

Suggested Activities

1. Write letters to correspond with other people to make letter writing meaningful (pen pals, soldiers, grandparents, etc.).

Suggested Resources

www.flatstanleyproject.com

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3. Strand: Listening Speaking

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

<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
<p>1. How to listen for enjoyment, for information, to solve problems, and for directions to complete a simple task.</p> <p>MO Listening and Speaking 1.A IL Goal 4.A.1a IL Goal 4.A.1c IL Goal 4.A.1d</p>	<p>1. Listen for enjoyment, for information, to solve problems, and for directions to complete a simple task.</p>	<p>1a. Read orally daily to your class. Discuss elements of the story. Have students make connections (text-text, text-self, text-world).</p> <p>1b. Have students complete an art or science project, given oral directions.</p>	<p>See resources by Lucy Calkins and Gay Su Pinnell and Irene C. Fountas</p>
<p>2. How to demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).</p> <p>MO Listening and Speaking 1.B IL Goal 4.A.1a</p>	<p>2. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).</p>	<p>2a. Have a classroom signal when you need the full attention of the class.</p> <p>2b. Make your expectations known to the class when a teacher or another student is speaking.</p> <p>2c. When students give oral presentations, give students a speaking grade and listening grade.</p>	<p>See classroom management websites by Harry and Rosemary Wong</p>

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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. How to speak at an appropriate volume and maintain a clear focus when sharing ideas.

MO Listening and Speaking 2.A

IL Goal 4.B.1a

IL Goal 4.A.1b

IL Goal 4.B.1b

2. How to give clear oral directions to complete a simple task.

MO Listening and Speaking 2.B

IL Goal 4.B.1a

The student will be able to:

1. Speak at an appropriate volume and maintain a clear focus when sharing ideas.

2. How to give clear oral directions to complete a simple task.

Suggested Activities

1a. Have students prepare a practiced speech to present to the class. Demonstrate appropriate volume and clarity.

1b. When students perform in school plays and musicals, teach students how to project their voice.

2. Have students give a "How-to" speech to the class. The class could do the activity after the speech, if appropriate.

Suggested Resources

See Kathie Hill website for resources

www.fcrr.org

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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>
<p>1. How to formulate key words and questions, with assistance, to locate resources on topics of interest.</p> <p>MO Information Literacy 1.A IL Goal 5.A.1a</p>	<p>1. Formulate key words and questions, with assistance, to locate resources on topics of interest.</p>	<p>1. Teacher will model how to get information, using the computer, on a certain topic using key words.</p>	<p>Use United Streaming to study various topics</p>
<p>2. How to locate information on key words and questions in provided resources with assistance.</p> <p>MO Information Literacy 1.B IL Goal 5.A.1b</p>	<p>2. Locate information on key words and questions in provided resources with assistance.</p>	<p>2a. Teach students how to find key words in text, then locate words in the glossary or dictionary and index. 2b. Have students find spelling words in dictionaries.</p>	<p>Dictionaries and textbooks</p>
<p>3. How to give credit, through discussion, for others' ideas, images, and information.</p> <p>MO Information Literacy 1.D IL Goal 5.B.1b</p>	<p>3. Give credit, through discussion, for others' ideas, images, and information.</p>	<p>3a. Teacher will model, giving credit when giving information. 3b. Have students search through bibliographies in textbooks.</p>	<p>Bibliographies and textbooks</p>

Grade level: Second Grade

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

The student will know:

1. How to identify, with assistance, intended messages conveyed through oral and visual.

MO Information Literacy 2.A

IL Goal 5.C.1a

IL Goal 5.C.1b

The student will be able to:

1. Identify, with assistance, intended messages conveyed through oral and visual media.

Suggested Activities

1a. Students will take information from a visual media and write a report or response to that information.

1b. With teacher assistance, send e-mails to family members.

Suggested Resources

www.enchantedlearning.com