

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. How to develop and apply decoding strategies to solve unknown words. MO Reading 1.C IL Goal 1.A. 1a IL Goal 1.B. 1c	1. Develop and apply decoding strategies to solve unknown words.	1. Read stories from the Bible.	Workbooks Bible story books Texts lessonplanet.com
2. How to read grade level text with fluency. MO Reading 1.D IL Goal 1.B. 1d	2. Read grade level text with fluency.	2a. Readers Theater 2b. Partner Reading 2c. Reading Buddies with another grade	Listen to story on CD Readers Theater Books lessonplanspage.com
3. How to develop vocabulary by reading, listening to, discussing unknown words, and using dictionary skills. MO 1E IL 1.A.1b	3. Develop vocabulary by reading, listening to, discussing unknown words, and using dictionary skills.	3a. Read alouds 3b. Crossword puzzles 3c. Create puzzles using the weeks spelling words	Spelling Books Dictionary Texts
4. How to develop and apply pre-reading, during reading, and post-reading strategies to aid comprehension. MO Reading 1.F IL Goal 1.C. 1a	4. Develop and apply pre-reading, during reading, and post-reading strategies to aid comprehension.	4a. Preview vocabulary words 4b. Read the questions before reading the story 4c. Do a picture preview	Texts

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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>
5. How to identify connections between text to text, text to self, and text to world. MO Reading 1.I IL Reading 1.C. 1c IL Reading 1.B.1a IL Reading 2.B.1a,b,c	5. Identify connections between text to text, text to self, and text to world.	5a. Make a Venn diagram to compare the stories. 5b. Write a summary of a familiar story and guess the story.	Newspapers History books Student written books
6. How to use details from the text to locate names of author and illustrator, and apply information in title and pictures. MO Reading 2.A IL Goal 1.C.1e	6. Use details from the text to locate names of author and illustrator, and apply information in title and pictures.	6. Do a search for other books by the same author/illustrator.	Any book
B. Standard: Students will develop and apply 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 participate in read aloud experiences and/or recognize rhythm, rhyme, alliteration, and figurative language. MO Reading 2.A MO Reading 2.C IL Goal 1.B. 1b	1. Participate in read aloud experiences and/or recognize rhythm, rhyme, alliteration, and figurative language.	1a. Readers Theater 1b. Poetry sharing	Readers Theater Books Poetry anthology

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The student will know:

2. How to use details from text to identify story elements and genre in shared reading, read alouds, and independent reading.

MO Reading 2.B

IL Goal 2.A.1a

The student will be able to:

2. Use details from the text to identify story elements and genre in shared reading, read alouds, and independent reading.

Suggested Activities

2. Divide a paper in fourths. On one section draw a picture of the setting, on another draw a picture of the main characters, another a picture of an event (with a sentence), and on the last theme.

Suggested Resources

Any library book

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

The student will know:

1. How to locate and interpret information from illustrations, titles, heading, captions, diagrams, charts, and graphs.

MO Reading 2.A

MO Reading 3.A

IL Goal 1.C.1f

The student will be able to:

1. Locate and interpret information from illustrations, titles, heading, captions, diagrams, charts, and graphs.

Suggested Activities

1. Doing a picture preview

Suggested Resources

Texts - especially social studies or science

2. How to recognize examples of sensory details within the context of text.

MO Reading 2.B

MO Reading 3.A

IL Goal 1.B.1b

2. Recognize examples of sensory details within the context of text.

2. Write a descriptive paragraph using sensory details.

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The student will know:

3. How to use details from the text to demonstrate comprehension skills previously introduced.

MO Reading 2.C

IL Goal 1.B.ic

IL Goal 1.C.id

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

MO Reading 3.D

The student will be able to:

3. Use details from the text to demonstrate comprehension skills previously introduced.

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

Suggested Activities

3a. Write a summary or draw a picture.

3b. Story cubes

4a. Have students describe how to make a PBJ. Do it in front of the class following their directions.

4b. Blindfold a student. Have someone describe how they should walk through the class.

Suggested Resources

Any text or library book

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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 generate a draft, reread and revise, and edit.

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

The student will be able to:

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

Suggested Activities

1a. Daily 6 Traits Writing
1b. Parent help with editing
1c. Writing folders with pockets for each step of the writing process.

Suggested Resources

Daily 6 Traits Writing

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

The student will know:

1. How to compose a text showing awareness of audience.

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

The student will be able to:

1. Compose a text showing awareness of audience.

Suggested Activities

1. Give oral examples and have the class decide what audience it will be for.

Suggested Resources

Picture books geared to different grades and interests

2. How to compose a text with a clear controlling idea and relevant details.

MO Writing 2.B
IL Goal 3.B.1a,b
IL Goal 3.C.1a

2. How to compose a text with a clear controlling idea and relevant details.

2a. Write a letter to a famous person in history asking questions about their life.
2b. Make a story web.

Daily 6 Traits Writing

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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>
3. How to compose text with a beginning, middle, and end with complete sentences. MO Writing 4.B IL Goal 3.B.1a	3. Compose text with a beginning, middle, and end with complete sentences.	3. Write a sandwich story	Daily 6 Traits Writing Kidspiration Kidpix
4. How to compose text using some words that are specific and accurate. MO Writing 2.D IL Goal 3.C.1b	4. Compose text using some words that are specific and accurate.	4a. Make a list of words with the same meaning - overused word chart. 4a. Write about a favorite sport using correct terminology for equipment/how to play.	Thesaurus
5. How to apply the basic rules of capitalization and punctuation. MO Writing 2.E IL Goal 3.A.1	5. Apply the basic rules of capitalization and punctuation.	5. Use alphabet cereal or alphabet noodles to replace the capital letters.	Workbooks Language texts DLR
6. How to form both manuscript and cursive letters correctly. MO Writing 2.E IL Goal 3.A.1	6. Form both manuscript and cursive letters correctly.	6a. Write your words and letters in shaving cream 6a. Write the place cards and menu for Thanksgiving dinner	Zaner-Bloser Handwriting

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The student will know:

7. How to use and name the parts of speech correctly.

MO Writing 2.E

IL Goal 3A.1

8. How to use correct spelling of appropriate high-frequency words.

MO Writing 2.E

IL Goal 3.A.1

The student will be able to:

7. Use and name the parts of speech correctly.

8. Use correct spelling of appropriate high-frequency words.

Suggested Activities

7a. Diagram sentences.

7b. Label bags with the parts of speech. Put appropriate words in each bag. Draw a word from each bag and make the words into a sentence.

7c. If you do sentence dictation as part of spelling ask student to circle all verbs or underline adjectives.

8. Each student has his own vocabulary book to add words

Suggested Resources

education.com

Spelling Secrets by Karen Kellaher (Scholastic)

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

The student will know:

1. How to plan and write stories and ideas through pictures and words and use narrative, descriptive, expository, and/or persuasive features, and recognize different kinds of writing such as thank-you notes, friendly letters, lists, and poems.

MO Writing 3.A

IL Goal 3.B.1b

The student will be able to:

1. Plan and write stories and ideas through pictures and words and use narrative, descriptive, expository, and/or persuasive features, and recognize different kinds of writing such as thank-you notes, friendly letters, lists, and poems.

Suggested Activities

1. Give each child a button. Have them write a story about a famous person - where they were when they lost the button and what they were doing.

Suggested Resources

101 Picture Prompts to Spark Super Writing by Karen Kellaher (Scholastic)

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3. Strand: Listening

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

The student will know:

1. How to follow simple 2 or 3 step directions to complete a task.

MO Listening/Speaking 1.A

2. How to listen responsively to books/stories and for information.

MO Listening/Speaking 1.B

3. How to distinguish fact from opinion.

MO Listening/Speaking 1.A

4. How to demonstrate developmentally appropriate listening behaviors.

MO Listening/Speaking 1.B

IL Goal 4.A.1a

The student will be able to:

1. Follow simple 2 or 3 step directions to complete a task.

2. Listen responsively to books/stories and for information.

3. Distinguish fact from opinion.

4. Demonstrate developmentally appropriate listening behaviors.

Suggested Activities

1. *Simon Says*

2. Draw a picture as the teacher reads an unfamiliar story.

3. Write 2 statements you think are fact or opinion. Share these with the class.

4. Create a list of rules for being a good audience.

Suggested Resources

Listening Activities for Children Grades 3-4 (Harnisheger)

Book or story on CD

Teachers Helper

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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 clearly when sharing ideas, stay on topic, and use appropriate volume and spacing.

MO Listening/Speaking 2.A
IL Goal 4.B.1b

2. How to give/respond to clear and concise directions in completing a task.

MO Listening/Speaking 2.A
MO Listening/Speaking 2.B
IL Goal 4.A.1c

The student will be able to:

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

2. Give/respond to clear and concise directions in completing a task.

Suggested Activities

1. Oral book reports

2a. How to make a PBJ sandwich.
2b. Write a "how to" story using time order words.

Suggested Resources

Books for book reports

Lists of time order words

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4. Strand: Information Literacy

A. Standard: Students will develop and apply skills 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 formulate key words and questions to investigate topics. MO Information Literacy 1.A IL Goal 5.A.1a	1. Formulate key words and questions to investigate topics.	1. Copy book pages and highlight what is important.	Any appropriate textbook
2. How to locate information key words in appropriate resources. MO Information Literacy 1.B IL Goal 5.A.1b	2. Locate information on key words in appropriate resources.	2a. Copy book pages and highlight what is important. 2b. Notecards with vocabulary words and definitions.	Any appropriate textbook
3. How to use resources to identify relevant information, record main ideas and details, and use appropriate organizational structures. MO Information Literacy 1.C IL Goal 5.B.1a	3. Use resources to identify relevant information, record main ideas and details, and use appropriate organizational structures.	3. Do simple note taking for science or social studies.	Science/social studies texts

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The student will know:

4. How to informally give credit for others' ideas, images, and/or information.

MO Information Literacy 1.D
IL Goal 5.B.1b

5. How to identify intended messages conveyed through oral and visual media.

MO Information Literacy 2.A
IL Goal 5.B.1a

The student will be able to:

4. Informally give credit for others' ideas, images, and/or information.

5. Identify intended messages conveyed through oral and visual media.

Suggested Activities

- 4a. Pretend you are the author of a book. Write a bibliography entry for your book.
 - 4b. Practice note taking, put the book or article away, and write the information in your own words.
 - 4c. Google information about an author.
5. Watch a video related to a field of study.

Suggested Resources

Google

United Streaming