

**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. Basic concepts of print.  
**MO Reading 1.A**  
**IL Goal 1.A.1a**

2. How to recognize sounds and use phonemes to construct words.

**MO Reading 1.B**  
**IL Goal 1.A.1a**  
**IL Goal 1.A.1b**

3. The alphabet and have knowledge of phonics.

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

**The student will be able to:**

1. Demonstrate basic concepts of print by 'reading' left to right and top to bottom, understanding that a story is in print, word by word matching, and know the difference between letter and sound.

2. Develop abilities to recognize sounds (phonemic awareness) in words, such as recognize rhyming words, isolate consonant sounds, hear and say onset and rime, and hear and say spoken phonemes.

3a. Develop alphabet and phonics knowledge by identifying letters and sounds associated with letters.  
3b. Write the letter that goes with the consonant sound.

**Suggested Activities**

1. Demonstrate to students during read aloud time how books are read from left to right, top to bottom, word by word matching, and the difference between a word and a sound.

2a. Word Families, working with beginning and end sounds of words- using pictures for students to differentiate.

2b. Students may demonstrate isolated consonant sounds by using puzzles, flash cards, or use students as letter representations, i.e. c-a-t. Teacher says which three words, match/rhyme.

3. Word Wall, Overhead projector games( Swat the Letter, Board races, Find my Sound), Find objects in and around the room. Using Bible verses/ memory work to find the sounds associated with the letters.

**Suggested Resources**

Big books or any read aloud book  
Website- [www.borders.com](http://www.borders.com)- for used books

Puzzles  
Teacher will provide/say various words and ask students to distinguish sounds.

Word Wall, White Boards, Flash Cards, Basic Word Lists, Bible Verses, Memory Work, Bible Stories.  
Website [www.abcteach.com](http://www.abcteach.com)

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

4. A bank of high frequency words.

**MO Reading 1.D**

**IL Goal 1.A.1a**

**IL Goal 1.A.1b**

**IL Goal 3.C.1b**

**IL Goal 4.A.1d**

**IL Goal 5.C.1b**

5. Vocabulary by reading, listening to, and discussing unknown words.

**MO Reading 1.E**

**IL Goal 1.A.1b**

6. How to use pre-reading strategies to aid comprehension, with assistance.

**MO Reading 1.F**

**IL Goal 1.B.1a**

**The student will be able to:**

4. Read simple text containing a small bank of high frequency words and using environmental print to recognize printed text.

5. Develop vocabulary by listening to and discussing unknown words in stories.

6. Develop and apply, with assistance, pre-reading strategies to aid comprehension by accessing prior knowledge, previewing text and pictures, and making general predictions.

**Suggested Activities**

4a. Make students aware of landmarks/places/things usually associated with pictures and symbols. Such as the McDonalds with the Golden Arches, Saint Louis- The Gateway Arch. Cross/ Sheep in relation to Christ, Bible-God's Word, etc.  
4b. Use pictures to find association with high frequency text.

5a. Discuss an unknown word and then place on the word wall.  
5b. Before reading, list unknown words in the text with an explanation. Then read content and redirect attention back to the explanation to gain comprehension and fluency.  
5c. Highlight unknown words in the text.

6a. Picture walk  
6b. Looking at the title

**Suggested Resources**

Landmarks, photographs, and maps of actual locations  
Number word flashcards  
Magazines & leveled readers (based on your curriculum)  
My Little Bible Readers- or Voyages Newsletters (Bible stories with small text)

Big books or any read aloud book  
Group reading books  
Written print  
Student written stories  
Computer Games

Big Books, library books, any shared reading books, etc.

## LESA Communication Arts Curriculum 2009

### The student will know:

7. How to use strategies during reading, with assistance.

**MO Reading 1.G**

**IL Goal 1.B.1c**

8. How to use post-reading skills to respond to text.

**MO Reading 1.H**

**IL Goal 1.B.1c**

**IL Goal 1.B.1d**

**IL Goal 4.B.1b**

9. How to make connections between text to text and text to self.

**MO Reading 1.1**

**IL Goal 1.C.1c**

**IL Goal 2.B.1a**

**IL Goal 2.B.1c**

**IL Goal 3.C.1a**

### The student will be able to:

7. During reading, shared readings, or read-a-louds, develop and utilize, with assistance, strategies to self-question and correct, infer, predict, and check, using cueing systems, meaning, structure, and visual information.

8. Develop and demonstrate, with assistance, post-reading skills after reading, or read-a-louds to respond to text, question to clarify, retell, illustrate, and re-enact stories.

9. Identify connections, with assistance, between text to text (text ideas-similarities and differences in fiction and nonfiction works) text to self (text ideas and own experiences).

### Suggested Activities

7. Ask questions based on pictures on certain pages. Use inferring to see what will happen next.

8. Ask questions based on pictures on certain pages. Infer what will happen next.

9a. During post-reading and read-a-louds, assist students in recognizing similarities and differences in fiction and nonfiction works.

9b. Assist students in relating the text to themselves and how it relates to the class.

### Suggested Resources

Big Books, library books, any shared reading books, etc.

Big Books, library books, any shared reading books. Etc.

Venn Diagrams  
Make pictures with kid-spelling text.  
Students may act out, rewrite, or retell the fiction works.  
Creative art projects  
Computer- draw/ write favorite part of story  
Share with others.

**LESA**  
**Communication Arts Curriculum**  
**2009**

**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 the text.

**MO Reading 2.A**

**IL Goal 1.C.1e**

2. How to recognize rhythm, rhyme, alliteration, and figurative language.

**MO Reading 2.B**

**IL Goal 1.B.1b**

**IL Goal 2.A.1c**

**The student will be able to:**

1. Use details from the text, with assistance, to locate names of author, illustrator, and apply information in title and pictures.

2. Participate and read about experiences involving rhyme, rhythm, alliteration, and repeating lines or phrases.

**Suggested Activities**

1a. Use library books to find authors and illustrators.  
1b. Observe covers of books to locate stories of interest. Infer through pictures on the cover of the book, as to gain an expectation of what the book is about. Students can access knowledge about the author and illustrator based on the cover of the book, and the genre of the text.  
1c. Bring several books from same author to compare and contrast covers of books.

2. Using repetitive rhyme and text, students initiate their own text and rhyme to follow the scheme. Students then draw or write their own pictures and text to correlate with the rhyme or repeating phrase. Draw a picture as if you were the author to share the rhyme, alliteration, or repeating phrase.

**Suggested Resources**

Big books and library book  
Audio tape and classroom copies of certain book

Big book  
Library books  
Poetry books (Shel Silverstein)

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

3. How to identify story elements.

**MO Reading 2.C**

**IL Goal 1.C.1d**

**IL Goal 1.c.1e**

**IL Goal 2.B.1c**

**The student will be able to:**

3. Use details from text to identify story elements in shared reading and read-a-louds with assistance, finding the main characters, problem(s)/events, and settings.

**Suggested Activities**

3a. Picture readings, oral discussions.  
3b. Use inflatable story cube to promote classroom discussion.  
3c. Venn Diagram, Character Web, Story Web.

**Suggested Resources**

Big Books and literary books  
Inflatable story cube  
Dramatic activities  
Make your own Story Sequence.

**C. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate non fiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.**

**The student will know:**

1. That text and pictures provide information.

**MO Reading 3.A**

**IL Goal 1.c.1f**

**IL Goal 3.C.1b**

**IL Goal 4.A.1c**

**IL Goal 5.C.1b**

**The student will be able to:**

1. Develop an awareness that text and pictures provide information.

**Suggested Activities**

1a. Make students aware of landmarks/places/things usually associated with pictures and symbols. Such as McDonalds with the Golden Arches, Saint Louis' Gateway Arch, Cross/ Sheep in relation to Christ, Bible-God's Word, etc.  
1b. Use pictures to find association with information.

**Suggested Resources**

Graphs, diagrams, maps, charts, photo cards, word wall words, draw a picture and write own text.

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

2. How to respond to examples of sensory details.

**MO Reading 3.B**

**IL Goal 2.A.1a**

**IL Goal 2.A.1b**

**IL Goal 3.C.1b**

3. How to identify important story information with assistance.

**MO Reading 3.C**

**IL Goal 2.B.1c**

**IL Goal 4.A.1b**

4. How to follow simple directions with assistance.

**MO Reading 3.D**

**IL Goal 5.A.1a**

**IL Goal 4.A.1c**

**The student will be able to:**

2. Respond to examples of sensory details within the context of nonfiction text, with assistance.

3. In response to text and with assistance, ask questions to clarify meaning, answer questions, recognizing important information, and identify supporting details.

4. Follow simple pictorial/written direction with assistance.

**Suggested Activities**

2a. Have students listen for words in the story that represent the five senses. Place senses on a precut outline of the face and hands.  
2b. Go on an outdoor science exploration (going on a walk) with 5 senses. Then write down words and things that you see that relate to the 5 senses.

3a. Sequence story events, to better understand the text.  
3b. Use a main idea tree to have students identify important information and use leaves as the supporting details.

4a. Students repeat the directions after given by the teacher. Can be used in a game format such as Simon Says, Helicopter to Pilot.  
4b. Follow written text while student or teacher is reading. Start with 2 step simple directions to build up to 4 or 5 step directions. Progress to reading 2 to 4 given directions, with or without pictures.

**Suggested Resources**

Big books and literary books  
Computer diagrams/drawings

Sequence cards  
Big books  
Group reading  
Weekly Readers, *Time for Kids*, etc.

Computer games  
Weekly Readers  
P.E. classes  
Art activities  
Lunch room and dismissal procedures

**LESA**  
**Communication Arts Curriculum**  
**2009**

**2. Strand: Writing**

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

| <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 follow a writing process.<br><b>MO Writing 1.A</b><br><b>IL Goal 3.C.1a</b><br><b>IL Goal 3.C.1b</b> | 1. Follow a writing process, with assistance, to generate a writing plan with pictures, oral language, or written letters and/or words, compose text through letters, words, and pictures and reread writing. | 1a. Using journals, students may draw pictures, and then dictate events to teacher.<br>1b. Develop a story with a given topic, using storytelling paper to illustrate and compose text through rewriting.<br>1c. Demonstrate correct writing posture, with correct hand-eye coordination, and fine motor skills i.e. holding pencil correctly. | Storytelling paper<br>Computers<br>Picture stories<br>Sequence picture stories<br>Sentence strips<br>Word Wall<br>Use an alphabet chart to show letters for correct formations. |

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

| <u>The student will know:</u>   | <u>The student will be able to:</u>           | <u>Suggested Activities</u>   | <u>Suggested Resources</u>  |
|---|---|---|---|
| 1. There are different audiences for writing.<br><b>MO Writing 1.B</b><br><b>IL Goal 3.B.1a</b> | 1. Recognize different audiences for writing. | 1a. Generating a theme, use different age-appropriate themed books, poetry, Bible stories, etc., to attract different audiences.<br>1b. Increase the amount of information being given over a Bible story, or situation to build upon knowledge base. | Thank you notes<br>Birthday invitations<br>A letter to senior citizens<br>Classroom helper chart<br>Class recipes<br>Prayer chart<br>Invitations to school/class events |

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

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

**MO Writing 2.B**

**IL Goal 3.B.1b**

3. How to compose a text.

**MO Writing 2.C**

**IL Goal 3.B.1b**

4. How to choose words related to a topic.

**MO Writing 2.D**

**IL Goal 3.B.1b**

**The student will be able to:**

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

3. Compose a text with assistance.

4. Compose text using words that are related to the topic.

**Suggested Activities**

2a. Using journals, students may draw pictures, and then dictate events to teacher.

2b. Develop a story with a given topic, using storytelling paper to illustrate and compose text through rewriting.

3a. Develop a topic by a writing prompt or picture, and have student draw people/places/things/events and compose a sentence that correlates with their pictures.

3b. Have students dictate events to teacher, and then student rewrites text.

3c. Use catalogs and magazine pictures to have students create stories.

4a. Using journals, students may draw pictures and then dictate events to teacher.

4b. Develop a story with a given topic using storytelling paper to illustrate and compose text through rewriting.

**Suggested Resources**

Picture cards with the words on the back  
Memory verses  
Picture dictionary  
Journals  
Use sight word/ flash cards to compose text  
Writing and picture prompts

Short stories  
Writing prompts  
Picture dictionary  
Storytelling journals

Picture cards with the words on the back  
Memory verses  
Picture dictionary  
Journals  
Sight words/ flash cards to compose text  
Writing and picture prompts

Grade level: Kindergarten

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

5. Conventions of writing.  
**MO Writing 2.E**  
**IL Goal 3.A.1**

**The student will be able to:**

With assistance,  
5a. Form letters using correct pathway of movement (letter formation)  
5b. Capitalize first and last name.  
5c. Use ending punctuation in written text.  
5d. Use correct spelling of their own first and last name.  
5e. Use semi-phonetic spelling and spelling strategies.  
5f. Write legibly.

**Suggested Activities**

5a. Compose students' names with dots or dashes.  
5b. Repetition of writing name correctly on workbook pages.  
5c. Making students aware of correct punctuation by correctly demonstrating sentences on board.  
5d. Have students create an autograph book to help with writing their name in correct form.  
5e. Have students make up group stories with beginning, middle, and end.  
5f. Use correct spaces between words.

**Suggested Resources**

Daily message/morning letter  
Computer games with letters and sounds  
Posters  
Magnetic letters  
Letter stamps  
Alphabet cards  
Face Space- popsicle stick to demonstrate proper spacing between words

Grade level: Kindergarten

**LESA**  
**Communication Arts Curriculum**  
**2009**

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

**The student will know:**

1. How to plan and write different stories.

**MO Writing 3.A**

**IL Goal 3.B.1a**

**IL Goal 3.C.1b**

**The student will be able to:**

1. Plan and write story ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features, recognizing different kinds of writing (e.g., thank you notes, friendly letters, lists, poems, invitations).

**Suggested Activities**

1a. Develop character description webs.  
1b. Develop a writing template for students to fill in words.  
1c. Provide experiences in writing lists of words with various media.

**Suggested Resources**

Thematic word wall-  
[www.atozteacherstuff.com](http://www.atozteacherstuff.com)  
Labeled classroom items-  
[www.teach-nology.com](http://www.teach-nology.com)  
KWL charts

**LESA**  
**Communication Arts Curriculum**  
**2009**

**3. Strand: Listening and Speaking**

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

**The student will know:**

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

**MO Listening/Speaking 1.A**  
**IL Goal 4.A.1a**

2. How to listen responsively, as is age-appropriate.

**MO Listening/Speaking 1.B**  
**IL Goal 4.A.1a**

**The student will be able to:**

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

2. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruption) with teacher assistance.

**Suggested Activities**

1a. Play the game *Real or Make-Believe* or *Simon Says* .  
1b. Listen to drum beats and react accordingly. Start with 2 step simple directions to build up to 4 or 5 step directions.  
1c. Read a class book of road signs.

2a. Play eye contact games.  
2b. Practice correct posture.  
2c. Play hand clap games- teacher claps a rhythm and the students copy/repeat the rhythm back.  
2d. Use sing-song directions to have students repeat back.  
2e. Play the game *Telephone* .

**Suggested Resources**

Drum  
*Teacher Helper* Magazine or other publication with Following Directions Activities  
Road signs  
Fast food symbols/chart  
Color and number words

Website- [www.fcrr.org](http://www.fcrr.org)  
*Scholastic Listening Activities Book*  
Weekly Readers

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**Communication Arts Curriculum**  
**2009**

**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/Speaking 2.A**

**IL Goal 4.A.1d**

**IL Goal 4.B.1a**

**IL Goal 4.B.1b**

2. How to give oral directions with assistance.

**MO Listening/Speaking 1.B**

**IL Goal 4.A.1a**

**IL Goal 4.A.1d**

**The student will be able to:**

1. When sharing ideas or experiences, speak audibly and use age appropriate vocabulary.

2. Give simple oral directions with teacher assistance.

**Suggested Activities**

1a. Show and Tell  
1b. Student of the Week  
1c. Circle time discussions such as "What did you do on your weekend/holiday/snow day?"  
1d. Use media to allow students to know appropriate times for speaking- i.e- holding a pointer, wand, stuffed animal, etc.- only that child allowed to speak.

2a. Play student led games such as *Simon Says*, *Pilot to Tower*, and *Telephone*.  
2b. Have students participate in student-led calendar time.  
2c. Morning message

**Suggested Resources**

Media for turn taking, i.e. pointer, wand, stuffed animal

*Your Morning Message* - by Scholastic  
Slips of paper with words for the Game "Telephone"

**LESA**  
**Communication Arts Curriculum**  
**2009**

**4. Strand: Information Literacy**

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

**The student will know:**

1. That there are different resources on topics of interest.

**MO Information Literacy 1.A**

**IL Goal 5.A.1b**

**IL Goal 5.B.1a**

**The student will be able to:**

1. Develop awareness of resources on topics of interest.

**Suggested Activities**

1a. During Library time, set out certain topics of books to have students check out. Then have students journal/write/draw about their favorite topic. Introduce a certain topic and gather information on whether students will enjoy said topic.

1b. Have a library of certain themes set up in your room to correlate with certain holidays/curriculum, etc.

**Suggested Resources**

Have a librarian visit the classroom to talk about different topics and most checked out topics.

Website- [www.edhelper.com](http://www.edhelper.com)

Grade level: Kindergarten

**LESA**  
**Communication Arts Curriculum**  
**2009**

**The student will know:**

2. How to credit sources consulted.

**MO Information Literacy 1.D**

**IL Goal 5.B.1b**

**The student will be able to:**

2. Develop awareness through discussion, where credit is to be given for others' ideas, images, and information, with assistance.

**Suggested Activities**

2. Play the *Game Who's Paper is this?* Have students do an art project, but "forget" to remind them to put their names on their papers. Once collected then see who hasn't written their name and state that their art is amazing, but there is no name on it so who can credit be given to? Develop a discussion based on the game above. Important to give credit where credit is due, and how I need to know what you know, not what your neighbor knows. The activity creates student awareness of their individualization.

**Suggested Resources**

Websites  
Reference materials  
Community service

Grade level: Kindergarten

**LESA**  
**Communication Arts Curriculum**  
**2009**

**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, the meaning of simple messages conveyed through oral and visual media.

**MO Information Literacy 2.A**

**IL Goal 5.B.1a**

**IL Goal 5.C.1b**

**The student will be able to:**

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

**Suggested Activities**

1a. Use computers to enhance learning strategies.

1b. Search out visual and audio media that correlates with your thematic topics of curriculum.

1c. Use Books on Tape, to draw or diagram topics related to current curriculum.

1d. Use character maps, charts, or diagrams to find out details of the stories. You may use this in all aspects of your curriculum, they bring in outside resources and information that will hold lasting impressions.

**Suggested Resources**

Veggie Tales videos that correlate with Bible Stories found in Voyages Curriculum  
Books on Tape  
Word Wall words  
Websites- [www.edhelper.com](http://www.edhelper.com)  
[www.fcrr.org](http://www.fcrr.org)  
Library  
Art Work