

Benchmark 1.3 Employ multiple strategies, word recognition, context clues, retelling, predicting, and generating questions.

- * Narrow possibilities in predicting words by using initial letters (phonics), picture clues (semantic), and patterns of language (syntactic) clues. (K, 1, 2)
- * Know the meanings of words encountered frequently in oral language and reading grade level texts. (K, 1, 2)
- * Self-monitor comprehension when reading grade level appropriate text. (K, 1, 2)
- * Map story elements across texts. (1, 2)
- * Use strategies to identify unknown words and construct meaning by word level, semantic, and context clues and rereading. (1, 2)
- * Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts. (1, 2)
- * Use structural clues to recognize one-syllable words, word families, blends, consonants, digraphs (1, 2)
- * Use simple fix-up strategies to increase comprehension (1) such as rereading or using sub vocalization. (2)
- * Begin to internalize previously learned skills and strategies. (2)
- * Make credible predictions based on preview of pictures, events. (1, 2)
- Develop and use comprehension skills: cause and effect, main ideas, details, drawing conclusions, etc. (2)
- Respond to questions to about stories read. (K, 1, 2)

Benchmark 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

- * Demonstrate the wide range of phonemic awareness skills including sound blending and deletion. (K, 1, 2).
- * Recognize that words are composed of sounds blended together and carry meaning. (K, 1, 2)
- * Demonstrate knowledge, use, understanding of the alphabetic principle, that sounds in words are expressed by letters. (K, 1)
- * Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words in isolation (K), and structural clues in blends, consonant digraphs, onset-rimes, whole word chunks, word families, and irregular vowels. (1, 2)
- * Use word level clues such as prefixes and suffixes, rimes. (1, 2)
- Tap or clap the number of syllables heard in words. (1, 2)
- Use magazines to find words or pictures with blends, synonyms, antonyms, etc.
- Read Word Wall words or student -created dictionaries.
- Engage in a picture walk, look at pictures, and discuss vocabulary before reading the story. (K, 1)
- Engage in Read the Room signal: students choose to stand by something they can read and read it at the given signal. (K,1)
- Sequence events in stories.
- Identify patterns in spelling words. (1,2)

Benchmark 1.5 Respond to ideas and feelings generated by oral, visual, written, electronic texts, and share with peers.

- * Respond to multiple texts by discussion, drawing (K-1) and writing responses. (K, 1, 2)
- * Respond to texts by making connections, taking a position, or sharing understanding. (2)
- * Engage in “substantive conversation” in groups or with a partner in paired conversations focused on a given question from reading. (K,1,2)
- * Build on the comments and ideas made in peer’s prior responses. (K, 1, 2)
- * Use effective listening and viewing behaviors in small or large group settings, such as eye contact, attention, support. (2)
- * Make text-to-self and text-to-text connections and comparisons by taking a position and sharing an understanding.
- Share and discuss books with classmates. (1,2)
- Write in journals and occasionally share ideas with class.

- Make dioramas to show favorite part of book and explain to class. (2).
- Make masks showing 2 different sides of characters in such texts, such as in *Miss Nelson is Missing*.

Resources:

Flat Stanley

Weekly Reader

Miss Nelson is Missing by Harry Allard

Dictionaries

Trade Books

Explaining God's Word

Book-It, Accelerated Reader, or 100 Book Club to encourage reading

Readers' Theater presentations

Dr. Seuss Books

Bernstein Bear Books

Folk and Fairy Tales from various perspectives

STANDARD 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

- Benchmarks:
- 10.1 Make connections between key ideas in literature and other texts and their own lives.
 - 10.2 Demonstrate their developing literacy by using text to enhance their daily lives, e.g. reading with a parent, discussing a favorite text, writing to a friend or relative about an experience and creating a visual representation of an important idea.
 - 10.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference,, e.g. including responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.

Activity/Assessment Task**Benchmark 10.1 Make connections between key ideas in literature and other texts and their own lives.**

- * Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections. (K, 1)
- * Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and math texts.
- Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response. (2)
- Draw or write to one's life connections and experiences. (K, 1, 2)
- Use personal experience as a source for ideas.

Benchmark 10.2 Demonstrate their developing literacy by using text to enhance their daily lives, e.g. reading with a parent, discussing a favorite text, writing to a friend or relative about an experience and creating a visual representation of an important idea.

- * Make text-to-self and text-to-text connections. (K, 1, 2)
- * Respond to multiple texts listened to or viewed by discussing, illustrating, and or writing in order to reflect, make connections, take a position, and share understanding. (2)
- Respond to text by reflecting and making connections in journal writing. (K)
- Present a favorite book to class in book report form. (1, 2)
- Write a letter to a community member thanking them for their service. (1, 2)
- Create dioramas, poster, puppets, sculptures to represent an idea in text. (1, 2)

Benchmark 10.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference.

- *Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, and sequence patterns. (1, 2)
- * Use language for different purposes such as making a request, construct relationships, show courtesies, look for a solution. (1, 2)
- Contribute to a class research project. Select a school or community problem which existed, gather data for a solution, and discuss how many persons made a difference in the solution. (2)
- Discuss personal understanding of ideas in texts to identify problems, share ideas, and consider solutions.
- Read or listen to stories of people who have made a difference in the lives of others and discuss how they have made a difference. (2)
- Respond to reading of newspaper article on a problem current event in the community and relate it to our religious beliefs. (2)
- Visit nursing homes and tell how one person can make a difference to make things better for someone. (1, 2)

Resources

Weekly Reader
Chamber of Commerce
Using Caldecott's *Across the Curriculum*, Scholastic Press
Jolly Postman by J.A. Ahlberg
Officer Buckler and Gloria by Peggy Rachmann
Firehouse Dog- REMC #001281
Police Officer- REMC #685200
Jr. Achievement program
Scholastic News
newspaper articles
field trip to nursing home

STANDARD 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

- Benchmarks:**
- 11.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.
 - 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classifications, systems encyclopedias, atlases, word processing programs, and electronic media.
 - 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.
 - 11.4 Develop and present conclusion based upon investigation of an issue or problem.

Activity/Assessment Tasks:

Benchmark 11.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

- Contribute to class research project by adding relevant information to a class book including gathering information from teacher-supplied texts and using the writing process to develop the project. (K)
- Engage in current event discussions and topics of student interests. (1, 2)
- Narrow topics to one or two questions and gather relevant data. (2)
- Distinguish between topics that are too broad and those that are appropriate. (2)
- Participate in K-W-L activities.

Benchmark 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classifications, systems encyclopedias, atlases, word processing programs, and electronic media.

- * Identify a variety of informational genre, as environmental print, concept books, picture books in the classroom and library. (K)
- Show proper care of library materials. (K, 1, 2)
- Know how to locate informational books such as the dictionary, atlas and maps, and encyclopedias in the library. (2)
- Engage in locating specific places on maps and globes.
- Learn how to use the encyclopedia. (2)
- Select and use appropriate resources for gathering information and research on the internet. (2)
- Listen to a speaker, such as career day presenters and ask appropriate questions to gather information. (2)
- Locate picture book section of the library. (K)
- Understand why the library has a check out and return procedure. (K, 1)

Benchmark 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.

- Classify groups of words related to topics of interest in a graphic or web. (1, 2)
- Present facts and details to support conclusions. (2)

Benchmark 11.4 Develop and present conclusions based upon investigation of an issue or problem.

- Engage in current event discussions and provide facts and details. (2)
- Prepare a report on a topic of interest.

Resources

Weekly Reader
Scholastic News
Dictionaries
Librarian
Career videos
community member speakers
Newspaper
TV

STRAND: Inquiry and Research

Grade K-2

STANDARD 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmarks: 11.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classifications, systems encyclopedias, atlases, word processing programs, and electronic media.

Sample Activity/Assessment Tasks:

- Engage in current event discussions
- Locate picture book section of the library
- Show proper care of materials
- Understand why the library has check out and return procedure
- Locate and name dictionary, encyclopedia, maps, and computer
- KWL activity
- Read alouds
- Career Day
- Skills lessons in maps and globes, reference books
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Resources

Weekly Reader

Scholastic News

Newspaper

TV

STRAND: Inquiry and Research

Grade K-2

STANDARD 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmarks: 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.

11.5 Develop and present conclusion based upon investigation of an issue or problem, e.g. skits, plays, songs, and persona or creative stories.

- Sample Activity/Assessment Tasks:
- Classify groups of words (ABC order)
 - Read or act out stories in their own words
 - Do research on computers
 - Play language games on computers
 - Learn proper computer usage
 - Graphs, charts, lists
 - Journal writing
 - Narratives
 - Book reports and oral presentations

Resources
Weekly Reader
Scholastic News
Newspaper
TV
Computer

STANDARD 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

- Benchmarks:**
- 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes, e.g. content, styles, and organizational devices such as use of chronological sequence in telling a story.
 - 12.2 Discuss individual and shared standards used for different purposes.
 - 12.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, and repetition.
 - 12.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.
 - 12.5 Recognize that the style and substance of a message reflect the values of the communicator.

Activity/Assessment Tasks:**Benchmark 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes, e.g. content, styles, and organizational devices such as use of chronological sequence in telling a story.**

- * Use a graphic organizer to sequence events in a story. (1)
- * Retell up to three important ideas and details of familiar simple oral and written text in sequence. (1)
- * Begin to use styles and patterns derived from studying authors. (2)
- Practice telling stories and discuss what made the story effective and enjoyable.
- Compare personal work to various published authors' work. (2)
- Share, discuss, identify and compare qualities of personal and other written stories. (1,2)
- Use paragraphs to indicate a sequence of ideas. (2)

Benchmark 12.2 Discuss individual and shared standards used for different purposes.

- * Develop a rubric for effective communication and discuss shared standards. (2)
- Begin to self-assess the qualities of personal or other written text, with teacher guidance. (K, 1. 2)

Benchmark 12.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, and repetition.

- * Identify and discuss use of rhyme and rhythm in language in text.. (K, 1, 2)
- Experience different genres- poetry, songs, nursery rhymes and identify qualities of rhyme and rhythm that make the text enjoyable. (1, 2)
- Evaluate award winning texts for their identified aesthetic qualities. (2)
- Retell and generate Circle stories, stories that start all over again at the end, such as IF you Give a Mouse a Cookie. (1)

Benchmark 12.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.

- Make a portfolio of developing but valued work for discussion with others. (K, 1, 2)

Benchmark 12.5 Recognize that the style and substance of a message reflect the values of the communicator.

- * Understand how the source of the message affects the receiver's response (Student/student; student/teacher; student/parent) (1,2)
- Differentiate between the sender and receiver of the message. (K)
- Distinguish between speaking respectfully to a person and speaking without respect.

Resources

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: K-2

Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Benchmarks:

- 2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as, stories, journals, learning logs, directions, and letters.
- 2.2 Recognize that authors make choices as they write to convey meaning and influence an audience, as in word selection, sentence variety, and genre.
- 2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.
- 2.4 Begin to edit text and discuss language conventions using appropriate terms, such as action words, naming words, capital letters, periods.

Activity/Assessment Tasks. Tasks with asterisks are Grade Level Content Expectations (GLCE).

Benchmark 2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

- * Be enthusiastic about writing and learning to write. (K, 1, 2)
- * Approximate poetry with teacher guidance based on reading a wide variety of appropriate published poetry. (K, 1)
- * Write a brief personal narratives using picture/and words, and word-like clusters and or sentences (K),
- * Write a brief personal narratives using transitional words (before, now, after, finally) to indicate sequence of events, beginning, middle, end sense of story, and physical features of characters(1, 2)
- * Write a brief informational piece (page for a class book) using drawings and words, word-like clusters, and or sentences. (K)
- * Write a brief informational piece that addresses a focus question using descriptive, enumerative, sequence patterns. (1,2)
- * Write realistic fiction, fantasy, and or personal narrative that depicts major story events, uses illustrations to match moods, and contains setting, problem/solution, and sequenced events. (2)
- Use headings, titles, labels, photographs, or illustrations to enhance central ideas. (1, 2)
- * Contribute to class book research project by gathering information and using the writing process. (K, 1).
- * Use a teacher-selected topic to write one research question, locate and gather information, and use writing procedures. (1,2)
- * Develop two research questions related to a teacher-selected topic. (2)
- * Produce a magazine feature article using an organizational pattern such as description, enumeration, sequence, compare/contrast that includes graphics and diagrams to enhance key ideas. (2)
- Write journal entries of personal experiences and responses to texts.
- Create personal correspondence for a variety of audiences, such as letters or cards for the sick or elderly in nursing homes, service personnel, etc. and thank you cards to the pastor and community and school helpers. (1,2)
- Write prayers to pray with prayer partners.
- Write sentences using spelling words. (1,2)

Benchmark 2.2 Recognize that authors make choices as they write to convey meaning and influence an audience—through word selection, sentence variety, genre.

- * With teacher assistance, consider the audience and purpose and audience reaction when planning writing (K, and graphic organizers when planning narrative or informational text. (1, 2)
- * Show originality and develop personal style in oral, written, and visual messages including narrative and informational facts, effective conclusions . (K, 1, 2)
- * Spell a small number (about 18) of frequently encountered words correctly (K), frequently encountered one-syllable words from common word families (1), and frequently encountered two-syllable words including common prefixes and suffixes. for others, use wall charts or lists. (2)
- Write expository text in simple or complex sentences using descriptive, enumerative, or sequence patterns, compare or contrast. (2)
- Explain the differences between fiction and non-fiction stories. (1,2)
- Explain stories from different points of view, e.g. *The Three Little Pigs* and *The True Story of the Three Little Pigs* by John Scea. and discover different authors and their writing styles. (1, 2)
- Read a variety of genres, such as fiction, non-fiction, poetry, and newspaper articles to identify author's purpose.

Benchmark 2.3 Begin to plan and draft texts, and revise and edit in response to the feeling and ideas expressed by others.

- * Brainstorm to generate and structure ideas for narrative and informational text. (K, 1,2)
- * Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings. (K)
- * Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings. (1, 2)
- * Incorporate literary language, as Once upon a time. (1)
- * Begin to use styles and patterns derived from studying authors. (2)
- * Develop a writing plan that may include graphic organizers for specific organizational patters, as sequence, description, compare/contrast. (2)
- * Reread their own work aloud to revise and clarify meaning and attempt revision. (1, 2)
- * Identify sections of one's writing for reorganization, adding, deleting, sequencing events, appropriate use of transitions. (2)
- * Constructively and specifically respond orally to the writing of others.
- Recognize how to assess personal work and the work of others with teacher supervision. (K)

Benchmark 2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.

- * Both in individually and in groups, attempt to edit writing.
- * Revise their own writing by reading aloud one's draft and requesting suggestions and clarifications that clarify meaning.(K, 1, 2)
- * Form upper and lower case manuscript letters (K) legibly (1) and begin to write the cursive alphabet. (2)
- * Punctuate the end of sentences appropriately with a period, exclamation mark, or question mark. (1,2)
- * Use capital letters at the beginning of sentences. (K, 1)
- * Print first and last name, print left to write, and top to bottom (K)
- * Leave space between words and word-like clusters of letters. (K)
- * For spelling less frequently used words, use word walls, lists, dictionaries, or other environmental sources. (K, 1, 2)
- * Publish stories using semi-phonetic writing with drawings (K) or correct spelling (1), grammar and punctuation (2) for narrative and informational text.
- * Write two paragraph clusters, each containing a main ideas and some supporting details. (2)
- * Learn and engage in peer editing skills and using appropriate resources such as dictionaries, word walls, lists, and class checklists. (1,2)

- Correctly use complete and compound sentences –contractions, commas, colons for time, capitalization. (2)
- Respond with respect to one another's questions, stories, or comments during editing. (2)
- Distinguish between naming words and action words. (1, 2)

Resources:

Response Journals

Handwriting books

Brown Bear, Brown Bear by Bill Martin Jr.

Stellaluna by Janell Canon

Legend of the Poinsettia by Tomie dePaola

The Three Little Pigs and *The True Story of the Three Little Pigs* by John Sceiska.

Curious George Books by Margaret Ray

English Language Arts Curriculum

Strand: Meaning and Communication

Grades K-2

Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Benchmarks:

3. 1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.
3. 2 Explore the relationships among various components of the communication process such as sender, message, and receiver.
3. 3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.
3. 4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning.
3. 5 Employ strategies to construct meaning while reading, listening to, viewing or creating texts.
3. 6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources.
3. 7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience.
3. 8 Respond to the ideas or feelings generated by texts and listen to the responses of others.

Activity/Assessment Tasks. Tasks with asterisks are Grade level Content Expectations (GLCE).

Benchmark 3.1 Integrate listening, speaking, reading, viewing, and writing skills for multiple purposes and varied contexts.

- * Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing to reflect, make connections, make meaning. (K, 1, 2)
- Illustrate writing compositions. (K)
- Engage in science and social studies reports using dioramas, written information, and oral explanation. (1, 2)
- Prepare a report on a place of interest in the community and share it with the class. (2)

Benchmark 3.2 Explore relationships among components of the communication process, such as sender, message, receiver.

- * Identify and differentiate between the sender and receiver of a message. (K, 1)
- * Begin to evaluate messages in broadcast and print media. (2)
- * Distinguish between fact and opinion, and explain advertising hype and propaganda and give examples. (2)
- Write a variety of different texts, including messages, cards, memos, stories, and poems as thank you notes to community members. (1, 2)
- Give respect to the speaker to honor his/her dignity as created by God. (K, 1, 2)
- Practice proper introduction of relatives and others to teacher and class.
- Discuss the importance of writing for different audiences, such as notes to a friend as opposed to a note to grandparents. (2)

Benchmark 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively, as sharing texts in groups and using an author's chair.

- * Plan and deliver presentations or reports that use an organizational pattern description (sequence, enumeration) with appropriate resources and facts, and details to make the point. (K, 1, 2)

- * Briefly tell /retell about familiar experiences and interests giving key details of the topic (K)
- Sit in special chair and read books to class. (1,2)
- Role play to express author's ideas as sports or news announcer.
- Write praise, thanksgiving, and petitions for Mass. (2)
- Act out parables at Mass.
- Read various texts orally with appropriate rate and expression. (1,2)

Benchmark 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning.

- * In spoken informational and narrative presentations, speak clearly and in complete sentences and use sound effects and illustrations. (K)
- * Listen attentively to peer sharing with eye contact, attention, and support and respond to their topic. (K)
- * Follow 1-2 step directions (K,1) and 3-4 step directions –also restating them.(2)
- * Ask appropriate questions during a presentation or report. (K, 1)
- * Understand how the source of the message affects the receiver, as student to student, student to teacher, adult to student, etc. (1, 2)
- *Listen to the comments of a peer and respond to the topic and add a connected idea. (1, 2)
- * Listen attentively in peer sharing and respond to one another's questions with respect by appropriate eye contact, attention, and support. (1, 2).
- * Use effective listening and viewing behaviors. (K, 1, 2)
- * Engage in substantive conversation remaining focused on subject matter, with interchanges that build on previous responses, and in discussions or paired conversations or other interactions. (K, 1, 2)
- Respond to one another's questions and comments with respect. (K, 1, 2)
- Engage in read-alouds with discussion.
- Participate in choral readings, reader's theatre, dramatic readings of poetry, and finger plays.
- Ask questions of speaker to clarify meaning. (1, 2)

Benchmark 3.5 Employ strategies to construct meaning.

- * Respond to multiple texts read by discussing, drawing, and or writing to reflect, make meaning, and make connections. (K, 1, 2)
- * Activate prior knowledge before reading. (K, 1, 2)
- * Connect personal knowledge and experience to ideas in texts. (K, 1, 2)
- * Begin (K) or make text-to self-comparison and text-to text comparisons and connections. (1, 2)
- * Graphically represent key ideas across texts. (1, 2)
- Brainstorm ideas using K-W-L chart. (K, 1, 2)

Benchmark 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, content, other people, dictionaries, pictures and electronic sources.

- * From context and picture clues, predict meaning. (K, 1)
- * Use context clues, mental pictures, and questioning. (1, 2)
- * Activate prior knowledge. (K, 1, 2)

- * Learn and use dictionary skills. (1, 2)

Benchmark 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings and influence an audience.—word selection, sentence length, illustrations.

- * Identify how authors use pictures and illustrations and text features to support understanding of settings and characters. (K, 1,2)
- * Identify and explain ho authors/illustrators use literary devices as illustrations, titles, and comparisons to reveal character thoughts and actions.
- Compare different authors, genres, and writing styles.

Benchmark 3. 8 Respond to ideas or feelings generated by texts and listen to the responses of others.

- * Respond to multiple texts by listening to or viewing, discussing, drawing, and/or writing to reflect, make meaning, make connections. (K, 1, 2)
- * Listen to or view and discuss a variety of genres. (K, 1, 2)
- * Connect personal knowledge and experience to ideas in texts. (K)
- * Engage in substantive conversation focused on subject matter, with interchanges building on previous responses, in literature circles or paired conversations or other interactions. (K, 1, 2)
- Write in reading response journals.
- Compare writing to different audiences, such as prayer partners vs. classroom buddies.
- Participate in literature circles, or partner conversations, or small and large group discussion with attention and respect.
- Create stories and go to an author's chair to share with audience.
- Read several trade books in groups and discuss what clues they notice about foreshadowing, point of view, and the ways the plot would change if it were told from a different point of view. (2)
- Make up original stories to go along with illustrations in story. (K)

Resources:

Children's dictionary
Children's thesaurus
Children's Lectionary

STANDARD 4: All students will use the English language effectively.

- Benchmarks:**
- 4.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as home, playground, classroom, and storybooks.
 - 4.2 Explore and discuss how language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings.
 - 4.3 Demonstrate awareness of words that have entered the English Language from many cultures.
 - 4.4 Become aware of and begin to experiment with different ways to express the same idea.
 - 4.5 Explore and begin to use language appropriate for different contexts and purposes, e.g, include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.

Assessment/Activity Tasks. Tasks with asterisks are Grade Level Content Expectations (GLCE).**Benchmark 4.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as home, playground, classroom, and storybooks.**

- * Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (K,1)
- Discuss differences between casual speech and formal speech.
- Use a different voice and expression for different purposes. (1, 2)

Benchmark 4.2 Explore and discuss how language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings.

- * Explore and use language to communicate with a variety of audiences and for different purposes, as requests, problem solving, constructing relationships, courtesies. (!1 2)
- Read newspaper article, e.g. on flowers, then compare to a poem about flowers.
- Practice greeting others appropriately in the hallway.
- Read "fractured" fairy tales and discuss.
- Read multicultural literature and discuss diversity in families.
- Compare fiction and non-fiction.

Benchmark: 4.3 Demonstrate awareness of words that have entered the English Language from many cultures.
None at this level. (K, 1, 2)

Benchmark 4.4 Become aware of and begin to experiment with different ways to express the same idea.

- * Briefly tell/retell familiar experiences including persons , events, or interests (K), using an appropriate story grammar, problem solution pattern, in proper sequence with appropriate props, eye contact and posture. (1, 2)
- * Compare television ads with print ads, e.g., compare a television toy ad with a print toy ad. (K, 1, 2)
- * In writing, spell frequently encountered one-syllable words correctly from common word families. (1, 2)
- * Engage in substantive conversation that is focused, builds on prior responses in literature discussions or paired conversations. (K, 1, 2)
- * Write in first and third person based on genre type and purpose. (2)
- Express ideas in words and then through music and/or movement.
- Discuss relationships with similar sounding words, e.g. reconcile and reconciliation. (2)
- Practice using synonyms, homonyms and homophones. (1, 2)
- Learn how to use the thesaurus.
- Explore differences of narratives, informational writing, and poetry.

Benchmark 4.5 Explore and begin to use language appropriate for different contexts and purposes, e. g, include community building, playground games, thank you letters, and daily conversations.

- *Explore and use language to communicate with a variety of audiences and for different purposes-to request, problem-solve, look for solutions, construct relationships, and courtesies (K, 1) and questions and answers, discussions, social interactions. (2)

Resources:

Thesaurus
Newspaper articles about the community

Strand: Literature

STANDARD 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

Benchmarks

- 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.
- 5.3 Describe how characters in literature and other texts can represent members of several different communities.
- 5.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.
- 5.5 Explain how characters in literature and other texts express attitudes about one another.

Activity/Assessment Tasks:

Benchmark: 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

- * Become familiar with and respond thoughtfully to classic and contemporary literature recognized for high quality and reflecting our common heritage and cultures from around the world. (K, 1, 2)
- Respond to such directions or questions as, *Name three things that you learned from the article or How did the character or events make you feel?* (2)

Benchmark 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.

- * Make meaningful predictions based on illustrations or portions of stories. (K)
- * Compare and contrast relationships among characters, events, and key ideas within and across texts. (1, 2)
- * Map story elements and graph key ideas from different texts from around the world. (2)
- Respond to literature by using Venn diagrams to compare texts. (2)
- Share and compare stories from other countries, e.g. *Cinderella* vs. *Rough Faced Girl*.
- Study Native Americans, immigrants, etc. (2)
- Compare folktales from different countries. (2)

Benchmark 5.3 Describe how characters in literature and other texts can represent members of several different communities

- * Discuss simple story elements of setting, characters, events in narrative text. (K)
- * Connect personal knowledge and experience to ideas in text. (K)
- * Identify problem/solution, sequence of events, sense of story--beginning, middle, end. (1)
- * Identify main idea, character's motivations/actions, setting, plot of various authors from around world. Compare with American authors.

Benchmark 5.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.

- * Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. (K)
- * Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality
- Discuss and describe the similarities of plot and character in literature and other texts around the world that are recognized for literary merit. (2) *
Begin to make text-to-self and text-to-text connections and comparisons. (K)
- Engage in Multi-cultural activities, such reading about the Cinco de Mayo celebrations. (2)

Benchmark 5.5 Explain how characters in literature and other texts express attitudes about one another.

- * Compare and contrast relationships among characters, events, and key ideas within and across texts. (1, 2)
- * Identify a variety of narrative genre including stories, nursery rhymes, poetry, songs. (K)
- * Identify and describe a variety of genre, including realistic fiction, fantasy, folktales. (1)
- * Identify and describe characters' actions and motivations in setting, problem/solution, and sequence of events. (2)
- Do character mapping that shows motivation for actions. (2)
- Make character comparisons. (1, 2)
- Do character role playing. (2)
- Discuss character relationships in stories. (2)

Resources:

Mufraro's Beautiful Daughters for *Cinderella* comparison

Erande's Braids by Tomie dePaola

Bible and folktales

The Three Little Pigs compared with *The True Story of the Three Little Pigs*

Dear Juno by Soying Pak

Too Many Tamales

Magic Babuska by Phyllis Tilden

Crow Boy by Taro Yeshim

Frederich by Leo Leonni

Invite exchange students to dialogue with the class.

STANDARD 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts.

Benchmarks: 6.1 Identify elements of effective communication that influence the quality of their interactions with others, e.g. use of facial expression, word choice, and articulation.

6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.

Activity and Assessment Tasks:

Benchmark 6.1 Identify elements of effective communication that influence the quality of their interactions with others, e.g. use of facial expression, word choice, and articulation.

- * Speak clearly and audibly in complete coherent sentences. (K)
- * Make presentations or reports in standard American English if it is their first language or in their developing version of standard English if their first language is not English. (K, 1, 2)
- * Show originality in oral, written, and visual messages. (K)
- Greet others appropriately using eye contact and shaking hands.
- Use correct language in conversations.
- Use appropriate voice inflection, volume, rate, and tone when speaking and reading.

Benchmark 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.

- * With teacher assistance, consider the audience reaction as they plan their writing. (K)
- * Show originality in oral, written, and visual messages,
- * Use language to communicate with a variety of audiences and for different purposes such as problem solve, explain, look for solutions, construct relationships, courtesies. (K)
- * Be aware that language differs from playground and classroom. (K)
- * Write a brief personal narrative using pictures and words, or word-like clusters, and or sentences as support. (K)
- * Write a brief informational piece (Page for a class book) using drawings, words, word-like clusters, and or sentences. (K)
- Develop character voices when reading to peers.
- Do oral book reports.
- Present orally to class findings from research projects.
- Engage in acting, role playing, and reader's theatre presentations.
- Write and read poetry and narratives on same subject and compare styles.
- Lector at Mass using good speaking skills. (2)

- Benchmark 6.3 Explore works of different authors, speakers, illustrators to determine how they present ideas and feelings to evoke different responses.**
- * Identify how authors/illustrators use pictures and illustrations to support the understanding of characters and setting. (K)
 - Explain how authors/illustrators use text features such as pictures and drawings to enhance understanding of key ideas in descriptive (definition, enumeration) or sequential (Directions, steps, procedures) organizational patterns. (K)
 - Explore the same subject through literature, writing, art, and music.

- Benchmark 6.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences, e.g. portfolios, displays, literacy interviews.**
- Engage in substantive conversation remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions. (K, 1, 2)
 - * Plan and deliver presentations or reports using an informational organizational pattern description with appropriate text features, pictures, and illustrations, providing several facts and details to make their point. (K, 1, 2)
 - * Use language to communicate with a variety of audiences and for different purposes such as problem solve, explain, look for solutions, construct relationships, and extend courtesies. (K, 1, 2)
 - Present portfolio selections to peers.
 - Engage in author studies and compare their different writing styles. (2)
 - Do book reports. (1, 2)
 - Share ideas and thoughts during peer sharing.

Resources:

portfolio
children's hymnals

STRAND: Meaning and Communication

Grade K-2

STANDARD 4: All students will use the English language effectively

Benchmarks: 4.3 Demonstrate awareness of words that have entered the English Language from many cultures.

4.4 Become aware of and begin to experiment with different ways to express the same idea.

4.5 Explore and begin to use language appropriate for different contexts and purposes, e.g, include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations

Sample Activity/Assessment Tasks:

- Relate words to Latin, Spanish, etc. when discussing stories
- Learn meanings of prefixes, such as tri, meaning three
- Discuss relationships with similar sounding words, e.g. reconcile and reconciliation
- Exposure to synonyms, homonyms and homophones
- Learn how to use the thesaurus
- Explore differences of narratives and poetry
- Use different genres
- Express ideas orally

- Express ideas through music and movement
- See above examples in 5
- show and tell
- Word wall

Resources:

STRAND: Literature

Grade K-2

STRAND: Meaning and Communication

Grade K-2

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- Explore differences of narratives and poetry
- Use different genres
- Express ideas orally
- Express ideas through music and movement
- See above examples in 5
- show and tell
- Word wall

Resources:

STANDARD 7: All student will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

- Benchmarks:**
- 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning, e.g. retelling, predicting, generating questions, examining picture clues, analyzing phonetically, discussing with peers, and using text cues.
- 7.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties while constructing and conveying meaning.
- 7.3 Reflect on emerging literacy, set goals, and make appropriate choice throughout the learning process as they develop the ability to regulate their learning.
- 7.4 Begin to develop and use strategies for planning, drafting, revising and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.

Activity/Assessment Tasks:**Benchmark 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning, e.g. retelling, predicting, generating questions, examining picture clues, analyzing phonetically, discussing with peers, and using text cues.**

- * Make meaningful predictions based upon illustrations or portions of stories. (K)
- * Narrow possibilities in predicting words using initial letters, pictures clues, patterns of language (K)
- * Retell up to three events from familiar text using their own words or phrasing. (K)
- * Identify how authors /illustrators use pictures and illustrations to support the understanding of setting and characters. (K)
- Retell stories or story segments.
- Generate questions before, during, and after reading to construct meaning. (K, 1, 2)
- Re-read, question, and infer to self-monitor comprehension. (2)
- Identify meanings of prefixes and suffixes of words. (2)
- Examine pictures and clues to assist with meaning intended by the authors/illustrators..

Benchmark 7.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties while constructing and conveying meaning.

- * Self-monitor comprehension when reading familiar grade level appropriate text. (K, 1, 2)
- * Use simple strategies to increase comprehension, i.e., making credible predictions based upon illustrations. (K)

Benchmark 7.3 Reflect on emerging literacy, set goals, and make appropriate choice throughout the learning process as they develop the ability to regulate their learning.

- * Identify purpose, occasion, and audience to construct meaning.
- * Recognize how to assess personal work and the work of others (1, 2) with teacher supervision. (K)
- * Develop and discuss shared standards. (2)
- Generate ideas by brainstorming, modeling, and using graphic organizers. (2)
- Choose books, book activities, word play, and writing on their own during free time in school and at home. (K)

Benchmark 7.4 Begin to develop and use strategies for planning, drafting, revising and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.

- * With teacher assistance, consider the audience reactions as they plan their writing (K) using graphic organizers. (1, 2)
- * Brainstorm to generate and structure ideas for narrative and informational text. (K)
- * Gather resources, organize key ideas, and use the writing process.
- * Explain the steps of the writing process. (1, 2)
- * Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning. (K, 1, 2)
- * Write a brief personal narrative using pictures and words or word-like clusters, and or sentences for support. (K)
- * Write a brief informational piece (A page in a class book) using pictures and words or word-like clusters, and or sentences for support. (K)
- * Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-supplied texts and using the writing process. (K)
- Draft stories, revise, and edit by proofreading and conferencing.
- Publish and display finished pieces.
- Edit work with word walls and word lists. (1, 2)

Resources:

MLPP Assessments

STANDARD 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar to construct and convey meaning.

- Benchmark:**
- 8.1 Identify and use mechanics that enhance and clarify understanding, e.g. conventional punctuation, capitalization, and spelling, approximations of conventional spelling, and restating key ideas in oral messages.
 - 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives, e.g. character, setting, and problem in poetry, drama, and folktales.
 - 8.3 Explore how the characteristics of various information genre, (show and tell, trade books, textbooks, and dictionaries) and elements of expository text structure (organizational patterns, major ideas, and details) can be used to convey ideas.
 - 8.4 Identify and use aspects of the craft of the speaker, writer, an illustrator to formulate and express their ideas artistically, e.g. dialogue, characterization, conflict, organization, diction, color, and shape.
 - 8.5 Explore how the characteristics of various oral, visual, and written texts and the textual aids they employ are used to convey meaning.

Activity/Assessment Tasks:

Benchmark 8.1 Identify and use mechanics that enhance and clarify understanding, e.g. conventional punctuation, capitalization, and spelling, approximations of conventional spelling, and restating key ideas in oral messages.

- * Use semi-phonetic spelling and pictures to convey meaning in writing. (K)
- * Understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet. (K, 1)
- * Correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization. (1)
- * Use common grammatical structures, subject/verb agreement, pronoun/noun agreement. (1)
- Change from invented spelling to conventional spelling over the course of the year. (1)
- Spell first and last name correctly. (K, 1)
- Spell high frequency words. (1, 2)
- Study sample paragraphs to determine that they are three to four sentences on the same topic. (2)
- Restate the main idea and summarize text. (2)
- Use capital letters and ending punctuation marks, correctly. (1, 2)

Benchmark 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives, e.g. character's actions and motivations, setting, and problem in poetry, drama, and folktales.

- * Begin to use story grammar to identify story elements of character and setting, (K) and author's purpose and perspective. (1, 2)
- Identify and describe a variety of genre including poetry, fantasy, legends, drama. (1,2)
- Compare narrative elements to reality.
- * Discuss problem/solution, sequence, and character motivations in text. (2)

Benchmark 8.3 Explore how the characteristics of various information genre, (show and tell, trade books, textbooks, and dictionaries) and elements of expository text structure (organizational patterns, major ideas, and details) can be used to convey ideas.

- * With teacher guidance, discuss informational text patterns that are sequential and descriptive. (K, 1, 2)
- * Identify and describe a variety of informational genre, as simple how-to books, letters, science/social studies magazines. (1)
- * Explain informational text patterns that are sequential and enumerative. (1)

Benchmark 8.4 Identify and use aspects of the craft of the speaker, writer, an illustrator to formulate and express their ideas artistically, e.g. dialogue, characterization, conflict, organization, diction, color, and shape.

- * Begin to use styles and patterns derived from studying authors. (1)
- * Explain how authors use pictures, drawings, and text features of key ideas descriptive and enumerative organizational patterns. (K, 1,2)

Benchmark 8.5 Explore how the characteristics of various oral, visual, and written texts and the textual aids they employ are used to convey meaning.

- * Plan and deliver presentations using informational pattern of description and appropriate text features and facts and details. (K, 1, 2)
- * Produce a magazine feature article using an organizational pattern such as description, enumeration, sequence, compare-contrast using graphs and charts to enhance meaning. (1)
- Gather information from different sources, e.g. T.V., books. magazines, experts, computers, etc. when writing compositions. (1)
- Create a storyboard of one's life.
- Apply knowledge of text features to locate information: front and back cover, top and bottom, left to right (K) title page and numbers (1), and sections and headings. (2)

Resources:

STANDARD 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmarks:	9.1	Explore and reflect on universal themes and substantive issues from oral, visual, and written texts, e.g. new friendships and life in the neighborhood.
	9.2	Identify and categorize ideas, concepts, and perspectives found in texts.
	9.3	Draw conclusions based on their understanding of differing views presented in the text.

Activity/Assessment Tasks:**Benchmark 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts, e.g. new friendships and life in the neighborhood.**

- * Respond to multiple texts by reflecting, making meaning, and making connections. (K, 1, 2)
- * Connect personal knowledge and experience to ideas in text. (K)
- * Make credible predictions based upon preview of book cover and pictures. (1)

Benchmark 9.2 Identify and categorize ideas, concepts, and perspectives found in texts.

- * Connect personal knowledge and experience to ideas in text. (K)
- * Discuss the most important ideas and themes in the text. (1)
- * Sort and order information in text with teacher guidance. (1, 2)
- * Distinguish between fact and opinion in text and in advertising. (2)
- Make inferences based upon text. (2)
- Identify, discuss, and write about cause and effect. (1, 2)
- Use graphs, charts, maps, role playing and Venn diagrams to compare and contrast relationships among characters and main ideas to create a deeper understanding. (2)
- Draw, write, and present themes in texts. (2)
- Graphically represent key ideas and details across texts. (2)

Benchmark 9.3 Draw conclusions based on their understanding of differing views presented in the text.

- * Begin to make text-to-self and text to text connections and comparisons. (K)
- * Make text-to-self and text to text connections and comparisons. (1, 2)
- * Summarize text. (2)
- Rewrite the ending of a story based on a different character's point of view. (2)
- Identify author's purpose in text. (2)

Resources:

