

**First Grade**

**Marion Public Schools ELA Curriculum Alignment**

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.	Reading: Word Recognition and Word Study: Phonemic Awareness	1. All students will read and comprehend general and technical material.	1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R57: Phonemic Awareness (Daily Activities)	*MLPP: Phonological Awareness, Hearing and Recording Sounds/Spelling *DIBELS *ITBS	Phonemic Awareness <b>CSI Kit Activities. Nursery Rhymes, phonemic songs/poems on tape.</b>
1st Quarter	R.WS.01.03 Understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet.	Reading: Word Recognition and Word Study: Phonics	1. All students will read and comprehend general and technical material. 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.	1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R57: Phonics R76: Word Study	*MLPP: Letter/Sound Identification, Hearing and Recording Sounds/Spelling *DIBELS: Nonsense Words *ITBS	Phonic <b>CSI Kit Activities. Letter Arc Activities. Harcourt Phonics Software.</b>

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1st Quarter	R.WS.01.09 Know the meaning of words encountered frequently in grade 1 reading and oral language contexts.	Reading: Word Recognition and Word Study: Vocabulary	1. All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R74: Vocabulary	*Individual assessment of word rings. *Harcourt End of Selection Tests *ITBS	<b>High Frequency Word Wall Activities and Word Rings. Language Master, Hot Dots, Pic Wizards, Box Games.</b>
1st Quarter	R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Reading: Fluency in Reading	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction.	*Harcourt Index Page R65: Rereading for Fluency	*MLPP: Oral Reading/Fluency *Quarterly Running Records	Teacher created fluency exercises: <b>Word Rings and Word Cards.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit.	Reading: Narrative Text	<p>1. All students will read and comprehend general and technical material.</p> <p>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 in our society.</p> <p>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.</p> <p>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.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>5.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>5.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p> <p>8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to</p>	*Harcourt Anthology, literature selection: 3-pp. 30, 62, 144, 4-pp. 66.	*Teacher Observation During Shared and Guided Readings	<b>Individualized leveled Book Bags/Boxes</b> which include diversity selections.

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.CM.01.01 Activate prior knowledge.	Reading: Comprehension	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>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 in our society.</p> <p>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.</p> <p>10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>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, context, other people, dictionaries, pictures, and electronic resources.</p>	<p>*Harcourt Index Page R42: Prior Knowledge</p> <p>*Daily Harcourt Literature Selections</p>	<p>*MLPP: Comprehension</p> <p>*Teacher observation during class discussions</p> <p>*ITBS</p>	<p><b>Picture Walks. Questioning and prompts by the teacher.</b></p>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.CM.01.02 Connect personal knowledge and experience to ideas in texts.	Reading: Comprehension	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating	*Harcourt Index Page R42: Comprehension *Daily Literature Selections	*MLPP: Comprehension *Teacher observation During Shared Literature Experiences *ITBS	<b>Graphic Organizers</b> with icons to aid in recollection.

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1st Quarter	R.CM.01.07 Graphically represent key ideas and details across texts.	Reading: Comprehension			*Compare and contrast within literature selections	*MLPP: Comprehension *Teacher created Venn Diagrams	<b>Graphic Organizers</b>
1st Quarter	R.CM.01.08 Ask questions as they read.	Reading: Comprehension			*Harcourt Index Page R49: Guided Comprehension	*Teacher observation during daily shared and guided reading experiences. *End of Selection Tests	Refer to poster <i>Strategies That Good Readers Use.</i>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.MT.01.04 Make credible predictions based on preview of book cover and pictures.	Reading: Metacognition	1. All students will read and comprehend general and technical material. 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. 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. 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.	1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales. 9.2 Identify and categorize key ideas, concepts, and perspectives found in texts. 9.3 Draw conclusions based on their understanding of differing views presented in text. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively	*Harcourt Index Page R42: Predictions R47: Make/Confirm Predictions	*MLPP: Comprehension	<b>Response Boards</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.MT.01.05 Ask questions before, during, and after reading.	Reading: Metacognition			*Harcourt Index Page R72: Think and Respond Questions	*Teacher Observation During Direct Instruction	Refer to poster <i>Strategies That Good Readers Use.</i>
1st Quarter	R.MT.01.06 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	Reading: Metacognition			*Harcourt Index Page R49: Guided Comprehension: R72: Think and Respond Questions	*Teacher Observation During Shared Guided Reading	Refer to poster <i>Strategies That Good Readers Use.</i>
1st Quarter	R.MT.01.08 Discuss most important ideas and themes in a text.	Reading: Metacognition			*Harcourt Index Page R49: Guided Comprehension: R72: Think and Respond Questions	*Teacher Observation During Class Discussion *DIBELS: Reading Fluency	Refer to poster <i>Strategies That Good Readers Use.</i>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.CS.01.01 Develop and discuss shared standards.	Reading: Critical Standards	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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.</p>	<p>2.5 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 7.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. 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,</p>	*Harcourt Index Page R69: Strategies Good Readers Use	*Teacher Checklist of Strategies	Work with a <b>Partner or in a Cooperative Learning Group.</b>

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1st Quarter	R.AT.01.01 Be enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.	*Providing quality literature selections and modeling.	*MLPP: Literacy Attitudes *Teacher Observation During Literature Experiences	Individualized leveled <b>Book Bags/Boxes.</b>
1st Quarter	R.AT.01.02 Do substantial reading and writing on their own during free time in school.	Reading: Reading Attitude	1. All students will read and comprehend general and technical material. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 7.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.	Providing quality literature selections and modeling.	*MLPP: Literacy Attitudes *Teacher Observation During Centers	Individualized leveled <b>Book Bags/Boxes. Library Books</b> to take home.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	W.GN.01.01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate: sequence of events, sense of story (beginning, middle, end), physical features of characters.	Writing: Writing Genre	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p> <p>7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 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. 10.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative, and creating a visual representation of an important idea.</p>	<p>*Harcourt 1-4: pg 119 Writing Sequence *Harcourt Index Page R77: Writing</p>	<p>*MLPP: Writing *Collins FCAs</p>	<p><b>6 Traits Writing</b></p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	W.PS.01.01 Develop personal style in oral, written, and visual images: Narrative- natural language, specific action, emotion. Informational- sequence, specific vocabulary, visual representation.	Writing: Personal Style	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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.	2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and	*Harcourt Index Page R78: Writing *Collins Writing Curriculum	*MLPP: Writing	<b>Journals, 6 Traits Writing</b>

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1st Quarter	W.AT.01.01 Be enthusiastic about writing and learning how to write.	Writing: Writing Attitude	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	*Teacher Modeling *Appealing Writing Opportunities and Materials	*MLPP: Literacy Attitudes *Teacher Observation	<b>"News From the Nest"</b>
1st Quarter	S.CN.01.01 Use singular and plural nouns.	Speaking: Speaking Conventions	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.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt 1-3: pp 36, 57, 59, 61	*MLPP: Oral Language *Harcourt Worksheets	<b>Hot Dots, Box Games</b>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	S.CN.01.02 Use contractions (isn't, aren't can't, won't)	Speaking: Speaking Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 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.	5.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building,	*Harcourt Index Page R 48: Contractions R76: Write Contractions	*MLPP: Oral Language	<b>Hot Dots, Flip Chutes, Box Games.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	S.CN.01.03 Use singular possessive pronouns (my/mine, his/her, hers, your/s).	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. 11.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal and creative stories.</p>	<p>*Harcourt Index Page R48: Grammar *Harcourt 1-3, p.36</p>	<p>*MLPP: Oral Language</p>	<p><b>Hot Dots, Flip Chutes, Box Games.</b></p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	S.CN.01.04 Use conjunctions to express relationships (because, if, after).	Speaking: Speaking Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	<b>Hot Dots, Flip Chutes, Box Games.</b>

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1st Quarter	S.CN.01.05 Use inflected endings (-s, -es, -ed, -ing, -er, -est).	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>5.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.1 Demonstrate awareness of difference in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 4.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples</p>	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	<b>Hot Dots, Flip Chutes, Box Games.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	L.CN.01.01 Give, restate, and follow two-step directions.	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.	*Harcourt Index Page R52: Listening and Speaking	*Teacher Observation When Giving Directions or When the Student Reads Directions *ITBS	<b>Tape directions.</b> Use <b>icons</b> for directions.

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1st Quarter	L.CN.01.02 Ask appropriate questions during a presentation or report.	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively.	3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.5 Explore and begin to use language appropriate for different contexts and purposes.	*Harcourt Index Page R61: Questions	*Teacher observation during class reports or presentations.	<b>"Student of the Week"</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	L.CN.01.05 Use effective listening and viewing behaviors in large and small group setting.	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings.	*Harcourt Index Page R51: Listen and Respond	*Teacher Observation During Daily Shared and Guided Readings	<b>Guided Reading Groups</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant diagraphs: Letter/sound, onset and rimes, whole word chunks, word families, diagraphs <i>th, ch, sh</i> .	Reading: Word Recognition and Word Study: Phonics	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction. 1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 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, context, other people, dictionaries, pictures, and electronic sources.	*Harcourt Index Page R57: Phonics	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists, Hearing and Recording Sounds/Spelling *IOWA *DIBELS *Accelerated Reader *Harcourt End of Selection Tests *ITBS	<b>CSI Phonics Kit Activities. Harcourt Phonics Software.</b>
2nd Quarter	R.WS.01.05 Recognize grade 1 frequently encountered words in print and out of context automatically.	Reading: Word Recognition and Word Study: Word Recognition	1. All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction.	*Harcourt Index Page R49: High Frequency Words	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *Take Home Dolch Word Rings - Read backs *ITBS	<b>Take Home Word Rings and Class Word Rings. Language Master.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.WS.01.07 Use strategies to identify unknown words and construct meaning: letter and word level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word, use semantic context cues (including pictures) and syntactic cues to check word recognition and contrast the specific meaning intended (use context cues to select between alternative meanings.)	Reading: Word Recognition and Word Study: Word Recognition	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction. 1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture clues, and creating mental pictures. 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, context, other people, dictionaries, pictures, and electronic sources. 7.1 Use a combination of strategies	*Harcourt Index Page R75: Word Identification Strategies	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *DIBELS *Retellings *ITBS	<b>Poster Keys, Book Marks, Picture Walks, Word Wall Activities, Harcourt Phonics Software.</b>

**First Grade**

**Marion Public Schools ELA Curriculum Alignment**

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.WS.01.08 Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.	Reading: Word Recognition and Word Study: Vocabulary	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	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, context, other people, dictionaries, pictures, and electronic sources.	*Harcourt Index Page R75: Word Identification Strategies R74: Vocabulary	*MLPP: Oral Reading/Fluency *DIBELS *ITBS *Retellings	<b>Harcourt Phonics Software.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.WS.01.10 Grade level vocabulary lists to be developed.	Reading: Word Recognition and Word Study: Vocabulary	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture clues, and creating mental pictures. 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, context, other people, dictionaries, pictures, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	*Harcourt Index Page R74: Vocabulary	*ITBS *Teacher Observation During Classroom Discussion and Conversation	<b>Dolch Word Rings, Social Studies and Science Vocabulary.</b>

**First Grade**

**Marion Public Schools ELA Curriculum Alignment**

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.WS.01.12 Use context clues, mental pictures, and questioning.	Reading: Word Recognition and Word Study: Vocabulary			*Harcourt Index Page R74: Vocabulary R49: Guided Comprehension	*MLPP: Oral Reading/Fluency	Refer to poster <i>Strategies That Good Readers Use.</i>
2nd Quarter	R.FL.01.01 Automatically recognize identified grade 1 high frequency words whether encountered in or out of context.	Reading: Fluency in Reading	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R49: High Frequency Words	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *Harcourt End of Selection Tests *Dolch Word Checks	<b>Word Rings, Power Paks</b>

**First Grade**

**Marion Public Schools ELA Curriculum Alignment**

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.FL.01.03 Use punctuation cues (periods and question marks).	Reading: Fluency in Reading	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R54: Mechanics	*MLPP: Oral Reading/Fluency, Concepts of Print *Harcourt: Daily Oral Language	<b>Daily Oral Language</b>
2nd Quarter	R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Reading: Fluency in Reading			*Harcourt Index Page R65: Rereading for Fluency	*MLPP: Oral Reading/Fluency *Running Records *DIBELS: Oral Reading Fluency *One Minute Reads	<b>Accelerated Reader, Leveled Book Boxes, Power Paks</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.NT.01.02 Identify and describe a variety of genre including: realistic fiction, fantasy, folktales.	Reading: Narrative Text	1. All students will read and comprehend general and technical material. 4. All students will use the English language effectively. 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.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 4.1 Demonstrate awareness of difference in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.	*Harcourt Index Page R47: Genre	*3 Way Venn Diagram *Response Cards	Individualized <b>Book Boxes</b> with a variety of genre selections. <b>Genre Posters.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.NT.01.03 Identify: problem/solution, sequence of events, sense of story (beginning, middle, end).	Reading: Narrative Text	<p>1. All students will read and comprehend general and technical material.</p> <p>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 in our society.</p> <p>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.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>5.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p>	*Harcourt Index Page R42: Comprehension: problem/solution, sequence, narrative elements	*MLPP: Comprehension *Pocket Folder B/M/E *Story Wheels *Response Cards	<b>Student Readers, Sequencing Workbook Pages</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.NT.01.04 Identify how authors/illustrators use: illustrations to support story elements, transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story.	Reading: Narrative Text	<p>1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 6.3 Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction,</p>	*Harcourt Index Page R49: Guided Comprehension, Harcourt Big Books	*Teacher Observation during Shared Literature Selections *Response Journals	<b>Authors' Chair</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.IT.01.01 Identify and describe a variety of informational genre including: simple how to books, science, and social studies magazines.	Reading: Informational Text	1. All students will read and comprehend general and technical material. 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. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic.	*Harcourt Index Page R47: Genre: Informational	*Venn Diagram *Response Cards	<b>Individualized Book Boxes with a variety of genre selections. Genre Posters.</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.IT.01.02 Discuss informational text patterns (sequential and enumerative).	Reading: Informational Text	<p>1. All students will read and comprehend general and technical material. 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. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas. 11.3 Organize and interpret information to draw conclusions based on the investigation of an issue of problem.</p>	*Harcourt Index Page R47: Genre: Informational	*MLPP: Comprehension *Presentations	<b>Graphic Organizers</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.CM.01.03 Retell up to three important ideas and details of familiar simple oral and written text in sequence.	Reading: Comprehension	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 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 in our society. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive	1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 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, context, other people, dictionaries, pictures, and electronic sources. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 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	*Harcourt Index Page R66: Retelling	*MLPP: Comprehension *Running Records *Accelerated Reader Read backs *DIBELS: Retell Fluency *ITBS	<b>Graphic Organizers</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.CM.01.04 Make text to self and text to text connections and comparisons.	Reading: Comprehension	<p>1. All students will read and comprehend general and technical material.</p> <p>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.</p> <p>10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p> <p>11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>9.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>10.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>10.2 Demonstrate their developing literacy by using text to enhance their daily lives.</p> <p>Examples include reading with a parent, discussing a favorite text, writing to a friend or relative, and creating a visual representation of an important idea.</p> <p>10.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual can make a difference.</p> <p>11.3 Organize and interpret information to draw conclusions based on the investigation of an issue of problem.</p>	<p>*Harcourt Index Page R49: Guided Comprehension R72: Thinking</p>	<p>*MLPP: Comprehension</p> <p>*Holistic Questions</p> <p>*Harcourt End of Selection Tests</p>	<p><b>Student Reader Questions, Classroom Discussions</b></p>

**First Grade**

**Marion Public Schools ELA Curriculum Alignment**

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.CM.01.06 Map story elements across texts.	Reading: Comprehension			*Harcourt Index Page R43: Story Maps	*Story Map	<b>Graphic Organizers</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.MT.01.01 Self monitor comprehension when reading grade level appropriate text.	Reading: Metacognition	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p> <p>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.</p>	<p>1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>7.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>9.1 Explore and reflect on universal themes and substantive issues from</p>	*Harcourt Index Page R72: Thinking	<p>*MLPP: Oral Reading/Fluency</p> <p>*Running Record/Self Corrections</p> <p>*Teacher Observation During Guided Reading</p> <p>*ITBS</p>	Refer to poster <i>Strategies That Good Readers Use.</i>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.MT.01.02 Recognize when meaning is breaking down.	Reading: Metacognition	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p> <p>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.</p>	<p>1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>9.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p>	*Harcourt Index Page R72: Thinking	<p>*Running Record/Self Corrections</p> <p>*Teacher Observation During Shared Literature Experiences</p>	Guided Reading Groups

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.MT.01.03 Use simple fix up strategies to increase comprehension.	Reading: Metacognition	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 7.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.	*Harcourt Index Page R72: Thinking Strategies Good Readers Use	*MLPP: Oral Reading/Fluency *Running Record/Self Correction *Teacher Observation	Refer to poster <i>Strategies That Good Readers Use.</i>
2nd Quarter	R.MT.01.07 Use a graphic organizer to sequence events in a story.	Reading: Metacognition			*Harcourt Index Page R72: Graphic Organizers	*Harcourt Worksheets	<b>Graphic Organizers</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.MT.01.11 Discuss which comprehension strategies worked and did not work with extensive teacher guidance.	Reading: Metacognition			*Harcourt Index Page R69: Strategies Good Readers Use R72: Thinking	*Teacher Observation during Shared and Guided Reading Experiences	Modeling during <b>guided and shared readings.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.GN.01.01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate: sequence of events, sense of story (beginning, middle, end), and physical features of characters.	Writing: Writing Genre	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 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. 10.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative, and creating a visual representation of an important idea.</p>	<p>*Harcourt 1-4: pg 119 Writing Sequence *Harcourt Index Page R77: Writing</p>	<p>*MLPP: Writing *Collins Writing FCAs</p>	<p><b>6 Traits Writing, Collins Writing</b></p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using: descriptive, enumerative, sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Writing: Writing Genre	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p> <p>7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>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. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas. 8.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and heading) are used to</p>	*Harcourt Index Page R77: Writing	*MLPP: Writing *Collins Writing FCAs	<b>6 Traits Writing, Collins Writing</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.PR.01.01 With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text.	Writing: Writing Process	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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, and</p>	<p>2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 7.4 Begin to develop and use strategies for planning, drafting, revising, and editing a</p>	*Harcourt Index Page R77: Purposes and Audiences R78: Writing Process	*Teacher observation during classroom prewriting activities.	<b>6 Traits Writing</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.PR.01.02 Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Writing: Writing Process	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 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.	*Harcourt Index Page R78: Sentences	*MLPP: Writing *Collins Writing FCAs	<b>6 Traits Writing: Conventions, Collins Writing</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.PR.01.03 Incorporate literary language (i.e., Once upon a time.)	Writing: Writing Process	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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.	2.5 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 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. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate.	*Harcourt Index Page R77: Writing	*MLPP Writing Rubric *Collins Writing FCAs	<b>6 Traits Writing: Voice, Collins Writing</b>

**First Grade**

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.PR.01.04 Read drafts of their work to clarify meaning and attempt some revision.	Writing: Writing Process	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods. 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. 11.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic.	*Harcourt Index Pages R76-77: Writing	*Teacher Observation of Ongoing Growth	<b>Daily Oral Language</b>
2nd Quarter	W.PR.01.06 Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including: a word wall, a class developed checklist.	Writing: Writing Process			*Harcourt Index Pages R76-77: Writing	*MLPP Writing Rubric *Collins Writing FCAs	<b>Word Wall, Word Book</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.GR.01.01 In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Writing: Grammar and Usage	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Pages R76-78: Writing	*MLPP: Writing *Harcourt Worksheets *Collins Writing FCAS	<b>Collins Writing</b>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.SP.01.01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly.	Writing: Spelling	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R68: Spelling	*MLPP: Writing, Known Words *Harcourt Worksheets *Collins Writing FCAs *ITBS	<b>Word Wheels, Word Family Activities, Word Wall Activities</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	W.SP.01.02 For other words, students will use: structural cue (letter/sound, rimes) and environmental sources (word walls, words lists).	Writing: Spelling	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R68: Spelling	*MLPP: Writing *Collins Writing FCAs *ITBS	<b>Word Walls, Word Wheels, Heart Words</b>
2nd Quarter	W.HW.01.01 Write upper and lower case manuscript letter legibly.	Writing: Handwriting	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.	*Harcourt Index Page R49: Handwriting	*Practice Pages *White Boards During Direct Teaching	<b>Sand/Salt Trays, Sky Writing, Raised Line Paper, White Boards, Gel Bags</b>

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**Marion Public Schools ELA Curriculum Alignment**

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	S.CN.01.06 Explore and use language to communicate with a variety of audiences and for different purposes: requests, problem-solve, look for solutions, construct relationships, courtesies.	Speaking: Speaking Conventions			*Harcourt Index Page R52: Listening and Speaking	*MLPP: Oral Language *Classroom Discussions and Conversations	<b>Book Talks, Buddy Shares</b>
2nd Quarter	S.CN.01.07 In spoken informational and narrative presentations: use props (photographs and illustrations) and maintain appropriate posture, eye contact, and position.	Speaking: Speaking Conventions			*Harcourt Index Page R52: Present Dramatic Interpretations	*Teacher Observation	<b>"Student of the Week", 6 + 1 Writing Traits: Presentation</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
<p>2nd Quarter</p>	<p>S.DS.01.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.</p>	<p>Speaking: Spoken Discourse</p>	<p>1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 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 in our society. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p>	<p>1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 6.4 Develop a sense of personal voice by explaining their selection</p>	<p>*Harcourt Index Page R52: Listening and Speaking</p>	<p>*MLPP: Oral Language *Teacher Observation</p>	<p>Ongoing modeling and participation in <b>whole and small groups</b>.</p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	S.DS.01.02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using: a problem/solution pattern, appropriate story grammar, proper sequence, and/or a prop while maintaining appropriate posture and eye contact.	Speaking: Spoken Discourse	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 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 in our society.	3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 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.	*Harcourt Index Page R52: Listening and Speaking: Retelling	*Performance Based with rubric.	<b>Graphic Organizers</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.	Speaking: Spoken Discourse	<p>5. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society. 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. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12. All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral,</p>	<p>5.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 9.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood. 9.3 Draw conclusions based on their understanding of differing views presented in text. 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 thinking.</p>	*Harcourt Index Page R52: Listening and Speaking	*Teacher Observation During Daily Literature Experiences	<b>Genre Studies</b>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	L.CN.01.04 Listen to the comments of a peer and respond to topic and add a connected idea (eye contact, attentive, supportive).	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 12.5 Recognize that the style and substance of a message reflect the values of the communicator.	*Harcourt Index Page R51: Listen and Respond	*Teacher Observation During Daily Conversations and Discussions	<b>Morning Message, "Student of the Week"</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	L.RP.01.01 Listen to or view a and discuss a variety of genres.	Listening & Viewing: Response	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>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 in our society.</p>	<p>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.</p> <p>Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p>	<p>*Harcourt Index Page R53: Literary Response and Analysis</p> <p>*Genre Studies</p>	<p>*Teacher Observation During Daily Literature Experiences</p>	<p><b>Genre Studies</b></p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	Listening & Viewing: Response	1. All students will read and comprehend general and technical material. 2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society. 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. 9. All	1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting,	*Harcourt Index Page R53: Literary Response and Analysis	*MLPP: Oral Language	Genre Studies

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Reading: Word Recognition and Word Study: Phonemic Awareness	1. All students will read and comprehend general and technical material.	1.4 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R57: Phonemic Awareness	*MLPP: Phonological Awareness, Hearing and Recording Sounds/Spelling	<b>Phonemic Awareness CSI Kit Activities, Nursery Rhymes and Songs on Tape.</b>
3rd Quarter	R.WS.01.06 Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns.	Reading: Word Recognition and Word Study: Word Recognition	1. All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction.	*Harcourt Index Page R49: High Frequency Words R75: Word Identification Strategies	*MLPP: Sight Word/Decodable Word List, Word Lists *Dolch Word List Quizzes *ITBS	<b>Word Lists, Take Home Word Rings, Words on Tape</b>
3rd Quarter	R.WS.01.09 Know the meaning of words encountered frequently in grade 1 reading and oral language contexts.	Reading: Word Recognition and Word Study: Vocabulary	1. All students will read and comprehend general and technical material.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R74: Vocabulary *High Frequency, Harcourt spelling activities.	*Individual assessment of word rings. *Harcourt End of Selection Tests *ITBS	<b>High Frequency Word Wall Activities and Word Rings.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.WS.01.10 Grade level vocabulary lists to be developed.	Reading: Word Recognition and Word Study: Vocabulary	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture clues, and creating mental pictures. 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, context, other people, dictionaries, pictures, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.	*Harcourt Index Page R74: Vocabulary	*ITBS *Classroom Discussion and Conversation	<b>Dolch Word Rings, Social Studies and Science Vocabulary.</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES	
3rd Quarter	R.WS.01.11 In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	Reading: Word Recognition and Word Study: Vocabulary				*Harcourt Index Page R74: Vocabulary R75: Word Recognition Strategies	*Read backs *Teacher Observation During Daily Literature Experiences	<b>Power Paks</b>
3rd Quarter	R.FL.01.01 Automatically recognize identified grade 1 high frequency words whether encountered in or out of context.	Reading: Fluency in Reading	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.	*Harcourt Index Page R49: High Frequency Words	*MLPP: Oral Reading Fluency, Sight Word/Decodable Word List, Word Lists *Harcourt End of Selection Test *Dolch Word Checks	<b>Word Rings, Power Paks</b>	

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.FL.01.02 Read aloud using intonation, pauses and emphasis.	Reading: Fluency in Reading	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	<p>1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction.</p> <p>3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively.</p> <p>Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	*Harcourt Index Page R52: Speaking: Expression and Phrasing	<p>*MLPP: Oral Reading Fluency Records</p> <p>*Running *Teacher Observation During Read Backs</p> <p>*DIBELS: Oral Reading Fluency</p> <p>*One Minute Reads</p>	<b>Readers Theatre, Power Paks</b> for modeling

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Reading: Fluency in Reading			*Harcourt Index Page R65: Rereading for Fluency	*MLPP: Oral Reading Fluency *Running Records *DIBELS: Oral Reading Fluency *One Minute Reads	Repeated reading of <b>stories on Tape and Power Paks</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.IT.01.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas: heading, titles, labeled photographs, illustrations.	Reading: Informational Text	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p> <p>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.</p> <p>11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>6.3 Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.</p> <p>8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas.</p> <p>8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</p> <p>8.5 Explore how the characteristics of various expository and written</p>	*Harcourt Index Page R49: Guided Comprehension R71: Text Features	*Teacher Observation During Shared and Guided Reading	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.CM.01.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Reading: Comprehension			*Harcourt Index Page R54: Literary Response and Analysis	*Venn Diagram *ITBS	<b>Graphic Organizers</b>
3rd Quarter	R.CM.01.06 Map story elements across texts.	Reading: Comprehension			*Harcourt Index Page R43: Story Maps	*Story Map	<b>Graphic Organizers</b>
3rd Quarter	R.CM.01.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Reading: Comprehension			*Harcourt Index Page R43: Content Areas: Mathematic, Social Studies, and Science	*MLPP: Comprehension *Teacher Observation During Cross Curricular Literature Experiences	<b>Graphic Organizers</b>
3rd Quarter	R.MT.01.09 Identify author's perspective.	Reading: Metacognition			*Harcourt Index Page R42: Authors' Purpose	*MLPP: Comprehension *Teacher Questioning During Shared and Guided Reading	<b>Authors' Chair</b>
3rd Quarter	R.MT.01.10 Sort and order information with teacher guidance.	Reading: Metacognition			*Harcourt Index Page R49: Guided Comprehension	*Teacher Observation During Shared and Guided Reading *Harcourt Worksheets	<b>Word Sorts and Word Boxes</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.CS.01.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	Reading: Critical Standards	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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.</p>		*Harcourt Index Pages R76-R77: Self Assessment, Evaluation or Others' Work	*Teacher Observation During Shared and Guided Reading *Journals	<b>6 Traits Writing</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.AT.01.01 Be enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.	*Teacher Modeling *Provide Various Literature Selections *Appealing Library *Accelerated Reader	*MLPP: Literacy Attitudes *Teacher Observation of Students Individual Reading Attitudes/Habits	<b>Individualized leveled Book Bags/Boxes</b>
3rd Quarter	R.AT.01.02 Do substantial reading and writing on their own during free time in school.	Reading: Reading Attitude	1. All students will read and comprehend general and technical material. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 7.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.	*Teacher Modeling *Provide Reading/Writing Materials to Use at Home	*MLPP: Literacy Attitudes *Teacher Observation of Students Individual Reading Attitudes/Habits	<b>Individualized leveled Book Bags/Boxes.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.GN.01.02 Approximate poetry based on a wide variety of grade level appropriate poetry.	Writing: Writing Genre	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4. All students will use the English language effectively. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 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.	*Harcourt Index Page R78: Poetry	*Performance Based *Collins Writing FCAs	<b>6 Traits Writing, Collins Writing</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using: descriptive, enumerative, sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Writing: Writing Genre	<p>2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 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. 8.3 Explore how the characteristics of various informational genre and elements of expository text structure can be used to convey ideas. 8.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and heading) are used to</p>	*Harcourt Index Page R76-R77: Writing	*MLPP: Writing *Collins Writing FCAs	<b>6 Traits Writing, Collins Writing</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.GN.01.04 Use a teacher-selected topic to write one research question, locate and begin to gather information from teacher-gathered sources, organize information, use steps in the writing process to approximate a published piece.	Writing: Writing Genre	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 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. 10.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual can make a difference. 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. 11.3 Organize and interpret information to draw conclusions based on the	*Harcourt Index Page R76-R77: Writing	*Performance Based Related to GLCE *Collins Writing FCAs	Collins Writing, Graphic Organizers

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.PR.01.02 Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Writing: Writing Process	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 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.	*Harcourt Index Page R78: Sentences *Six Traits: Conventions	*MLPP: Writing	<b>6 Traits Writing</b>
3rd Quarter	W.PR.01.05 Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.	Writing: Writing Process			*Harcourt Index Page R78: Writing Process	*Collins Writing FCAs	<b>Collins Writing</b>
3rd Quarter	W.PR.01.06 Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including a word wall/class-developed checklist.	Writing: Writing Process			*Harcourt Index Page R76-78: Writing/Writing Process	*MLPP Writing Rubric *Collins Writing FCAs	Work with a <b>Partner or in a Cooperative Learning Group.</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.PS.01.01 Develop personal style in oral, written, and visual messages. Narrative: natural language, specific action, emotion. Informational: sequence, specific vocabulary, visual presentation.	Writing: Personal Style	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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.	2.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and	*6 Traits Writing: Voice/Style *Teacher Modeling During Daily Language Arts Experiences	*MLPP: Writing *Teacher Observation During Daily Language Arts Experiences	

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.GR.01.01 In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Writing: Grammar and Usage	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R78: Sentences R79: Written English Language Conventions	*MLPP: Writing *Journals *Collins Writing FCAs *Harcourt Worksheets *ITBS	<b>Collins Writing</b>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.SP.01.01 In the context of writing, spell frequently encountered one-syllable words from common word families correctly.	Writing: Spelling	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R68: Spelling	*MLPP: Writing, Known Words, Hearing and Recording Sounds/Spelling	<b>Word Wheels, Word Family Activities, Word Wall Activities</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.SP.01.02 For other words, students will use structural clues (letter/sound, rimes), environmental sources (word walls, word lists).	Writing: Spelling	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 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.	2.4 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R68: Spelling	*MLPP: Writing, Known Words, Hearing and Recording Sounds/Spelling *ITBS	Word Walls, Word Wheels, Heart Words
3rd Quarter	W.AT.01.01 Be enthusiastic about writing and learning how to write.	Writing: Writing Attitude	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	*Teacher Modeling *Provide Varied Writing Materials	*MLPP: Literacy Attitudes *Teacher Observation	"News From the Nest"

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.01 Use singular and plural nouns.	Speaking: Speaking Conventions	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.	8.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	Hot Dots

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.02 Use contractions (isn't, aren't, can't, won't).	Speaking: Speaking Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 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.	5.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building,	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	<b>Hot Dots, Box Games</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.03 Use singular possessive pronouns (my/mine, his/her, hers, your/s).	Speaking: Speaking Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. 11.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal and creative stories.	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	<b>Hot Dots, Box Games</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.04 Use conjunctions to express relationships (because, if, after).	Speaking: Speaking Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 6.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	Hot Dots, Box Games

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.05 Use inflected endings (-s, -es, -ed, -ing, -er, -est).	Speaking: Speaking Conventions	<p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p>	<p>3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.1 Demonstrate awareness of difference in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 4.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples</p>	*Harcourt Index Page R56: Oral English Language Conventions	*MLPP: Oral Language	<b>Hot Dots, Box Games</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.01.08 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English).	Speaking: Speaking Conventions			*Harcourt Index Page R56: Oral English Language Conventions	*Collins Writing FCAs *6 Traits +1: Presentations	<b>Video Taped Examples</b>
3rd Quarter	S.CN.01.09 Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership. (They can provide examples of language differences in storybooks and the classroom.)	Speaking: Speaking Conventions			*Harcourt Index Page R56: Oral English Language Conventions *Presentation of Multiple Literature Selections from Different Cultural Groups	*Teacher Observation During Shared and Guided Readings	Ongoing modeling and participation in <b>whole and small groups</b> .

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.DS.01.02 Tell/retell familiar stories (realistic fiction, fantasy, folktale) using a problem solution pattern, appropriate story grammar, proper sequence, and prop while maintaining appropriate posture and eye contact.	Speaking: Spoken Discourse	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 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 in our society.	3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 4.4 Become aware of and begin to experiment with different ways to express the same idea. 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.	*Harcourt Index Page R66: Retelling R52: Listening and Speaking	*Harcourt Index Page R56: Performance Assessments *Teacher Observation During Presentations	

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.CN.01.03 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	<p>3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing</p>	*Harcourt Index Page R52: Listening and Speaking	*Journal Responses *Teacher Observation During Daily Conversations and Discussions	<b>Role Playing</b>

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.CN.01.05 Use effective listening and viewing behaviors in large and small group settings.	Listening & Viewing: Conventions	3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively.	3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 4.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings.	*Harcourt Index Page R52: Listening and Speaking R53: Listening and Speaking Strategies	*Teacher Observation During Large and Small Group Activities	<b>Guided Reading Groups</b>

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.RP.01.01 Listen to or view and discuss a variety of genres.	Listening & Viewing: Response	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society.	1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.	*Harcourt Index Page R53: Literary Response R52: Listening and Speaking	*Teacher Observation During Daily Shared and Guided Readings	<b>Book Talks, Buddy Shares</b>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.RP.01.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	Listening & Viewing: Response	1. All students will read and comprehend general and technical material. 2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society. 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. 9. All	1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 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	*Harcourt Index Page R53: Literary Response and Analysis	*MLPP: Oral Language *ITBS	Genre Studies

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.WS.01.05 Recognize grade 1 frequently encountered words in print and out of context automatically.	Reading: Word Recognition and Word Study: Word Recognition	1. All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and direction.	*Harcourt Index Page R49: High Frequency Words	*MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists *ITBS	<b>Take Home Word Rings and Class Word Rings. Language Master.</b>
4th Quarter	R.FL.01.04 Independently read aloud unfamiliar text with 95% accuracy inappropriately leveled books.	Reading: Fluency in Reading			*Harcourt Index Page R65: Rereading for Fluency.	*MLPP: Oral Reading/Fluency *DIBELS: Oral Reading Fluency *One Minute Reads	Recorded Books, Power Paks

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.NT.01.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	Reading: Narrative Text	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 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	1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. 3.8 Respond to the ideas	*Harcourt Index Page R53: Literary Response and Analysis *Genre Studies	*Teacher Observation During Shared and Guided Reading *Graphic Organizers	

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.IT.01.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	Reading: Informational Text	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>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.</p> <p>10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p> <p>11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p> <p>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.</p>	<p>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.</p> <p>3.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>3.8 Respond to the ideas and feelings generated by</p>	<p>*Harcourt Index Page R53: Literary Response and Analysis</p> <p>*Genre Studies</p>	<p>*Teacher Observation During Shared and Guided Readings</p> <p>*Graphic Organizers</p>	

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**Marion Public Schools ELA Curriculum Alignment**

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.MT.01.06 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	Reading: Metacognition			Harcourt Index Page R72: Thinking R69: Strategies Good Readers Use	*Teacher Observation *MLPP: Comprehension	Refer to poster <i>Strategies That Good Readers Use.</i>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.GN.01.04 Use a teacher-selected topic to: write a research question, locate and begin to gather information from teacher-gathered sources, organize information, use steps in the writing process to approximate a published piece.	Writing: Writing Genre	2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. 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. 10.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual can make a difference. 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. 11.3 Organize and interpret information to draw conclusions based on the	*Harcourt Index Pages R77-R78: Writing	*Collins Writing with FCAs *MLPP Writing Rubric	Collins Writing

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4th Quarter	S.DS.01.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.	Speaking: Spoken Discourse	1. All students will read and comprehend general and technical material. 3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4. All students will use the English language effectively. 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 in our society. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 4.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 6.4 Develop a sense of personal voice by explaining their selection	*Harcourt Index Page R56: Oral Language R52: Listening and Speaking	*MLPP: Oral Language	<b>Book Talks, Buddy Shares</b>

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4th Quarter	S.DS.01.04 Plan and deliver presentations or reports using: an informational, organizational pattern (descriptive, enumerative, or sequential), appropriate text features (pictures or illustrations), an appropriate prop while providing several facts and details to make their point while maintaining appropriate posture and eye contact.	Speaking: Spoken Discourse	5. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 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. 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. 11. All students will define and investigate important issues and problems using a variety of resources,	5.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. 3.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 6.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and	*Harcourt Index Page R56: Oral Language R52: Listening and Speaking	*Teacher Observation During Performance *Development of an Organizational Pattern Plan	Video Taped Examples

**First Grade**

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GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	L.CN.01.06 Experience messages from a variety of media and differentiate between sender, receiver, and message.	Listening & Viewing: Conventions			*Harcourt Index Page R56: Oral and Media Communication	*Teacher Observation During Multiple Media Experiences	<b>Video Taped Examples</b>

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	L.RP.01.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	<p>1. All students will read and comprehend general and technical material.</p> <p>3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 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 in our society. 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. 9. All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and</p>	<p>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair. 3.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.4 Recognize the representation of various cultures as well as our common heritage in</p>	*Harcourt Index Page R53: Literary Response and Analysis R52: Listening and Speaking	*Teacher Observation During Shared and Guided Readings	<b>Guided Reading Groups, Book Talks, Authors' Chair</b>