

Kindergarten

Marion Public Schools ELA Curriculum Alignment

GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.CM.00.05 Make meaningful predictions based on illustrations or portions of stories.	Reading: Comprehension	<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. 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>1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.5 Employ multiple 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. 7.1 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 context cues.</p>	<p>*Harcourt Index pages R37: Comprehension, Make Predictions & R52: Comprehension, Make and Confirm Predictions</p>	<p>*MLPP: Comprehension *Teacher Observation During Daily Shared and Guided Readings</p> <p>Picture Walks in cooperative groups. Draw prediction instead of oral interpretation.</p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.CM.00.06 Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics 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. 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. 11: All students will define and investigate important issues and problems using	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 3.5 Employ multiple 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. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world. 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 daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and	*Harcourt Index page R39: Content Area Reading: math, science and social studies	*MLPP: Comprehension	Use Graphic Organizers and Icons to help recall information.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	R.MT.00.01 Self-monitor comprehension when reading familiar grade level appropriate text.	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 multiple 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 R41: Guided Comprehension *Teacher modeling during daily Read Alouds.	*Teacher Observation during Independent Reading and Read backs	Refer to the poster/bookmark <i>Strategies Good Readers Use</i> while reading.

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1st Quarter	R.MT.00.02 Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.	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 multiple 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 R37: Comprehension: Use Illustrations to Make Predictions	*MLPP: Comprehension *Teacher Observation During Daily Literature Experiences	Refer to the poster/bookmark Strategies Good Readers Use while reading. Use Post Its or " Take a Picture " strategy while reading.

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1st Quarter	W.AT.00.01 Enthusiastic about writing and learning 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, writing center with a variety of writing materials, shared and cooperative writing experiences.	*MLPP: Literacy Attitudes *Teacher Observation *Student Survey	Writing in cooperative learning groups . Provide a variety of writing materials to use at home.
1st Quarter	L.CN.00.01 Understand and follow one- and two-step directions.	Listening and 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 R40: Directions, Following & R41: Following Directions	*Trophies Assessment Handbook page 26: Following Directions *Teacher Observation Daily Activities Requiring Following Directions.	Record directions on tape. Use icons for directions instead of text.

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1st Quarter	L.CN.00.05 Differentiate between sender and receiver.	Listening and 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 a communicator.	*Harcourt literature selection Dear Juno. Act out to indicate who were the senders/receivers in the story. Generate classroom list of other senders/receivers.	*Completion of Graphic Organizer (pictures/text) indicating who was the sender/receiver in Dear Juno and/or other senders/receivers.	Use icons to indicate the sender and receiver in the Graphic Organizer . Watch video taped examples .

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2nd Quarter	R.WS.00.05 Students have begun to associate letters and sounds, particularly initial and final consonants.	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 decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 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 R47: Phonemic Awareness, Phoneme Isolation, final and initial	*Trophies Assessment Handbook pages 30-31: Task 2 Matching Beginning Sounds and Task 3 Isolating Beginning Sounds. *Gates MacGinitie *DIBELS-Initial Sound Fluency *MLPP: Hearing and Recording Sounds/Spelling *Teacher Observation	Harcourt "Zoo" Animals w/ sounds and signals. Sounds and Letters on Tape or Language Master. Activities from the Phonics CSI Kit. Harcourt Phonics Computer Software.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	R.CM.00.01 Activate prior knowledge.	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.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ multiple 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.	*Harcourt: Index page R37: Comprehension: Using Prior Knowledge & Index page R49: Prior Knowledge	*Teacher Observation during Shared Readings and Read Backs. *MLPP: Comprehension *Gates MacGinitie: Listening Comprehension	Refer to the poster/bookmark <i>Strategies Good Readers Use.</i>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
<p>2nd Quarter</p>	<p>R.CM.00.02 Connect personal knowledge and experience to ideas in texts.</p>	<p>Reading: Comprehension</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. 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.</p>	<p>1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ multiple 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. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others. 5.3 Describe how characters in literature and other texts can represent members of several different communities. 9.2 Identify and categorize</p>	<p>*Harcourt: Index pages R37: Comprehension: Connect Life Experiences to Text R41: Focus Skills: Connect Text to Life</p>	<p>*Teacher Observation during Shared Readings, Guided Reading, and Read Backs. *Writing Prompts *MLPP: Comprehension</p>	<p>Classroom discussions (whole or small) to activate ideas.</p>

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2nd Quarter	R.CM.00.03 Retell up to three events from familiar text using their own words or phrasing.	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 multiple 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 ideas. 7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting,	*Harcourt Index Page R37: Focus Skills: Retelling the Story	*Oral retell Harcourt Literature Selection: Peanut Butter and Jelly *MLPP: Comprehension	Order pictures from the selection. Draw pictures instead of an oral retelling.

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2nd Quarter	R.CM.00.04 Begin to make text-to-self and text-to-text connections and comparisons.	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. 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.	1.5 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.5 Employ multiple 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. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world. 5.3 Describe	*Harcourt Index Page R37: Focus Skills: Comprehension: Comparing Texts, Connect Life Experiences to Text	*Teacher Observation during Shared Readings, Guided Reading Groups, and Read Backs *Writing Prompts Related to Connections for Journaling *MLPP: Comprehension	Refer to <i>Making Connections</i> poster/bookmark.

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2nd Quarter	R.MT.00.03 Begin to use story grammar to identify author's perspective.	Reading: Metacognition	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.	9.2 Identify and categorize key ideas, concepts, and perspectives found in texts.	*Harcourt Index Page R35: Author's Chair	*Teacher Observation during the Author's Chair, Guided Reading, Shared Reading, and Read Backs.	*Work with a partner or cooperative learning group.

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2nd Quarter	R.MT.00.04 Begin to sort and order information with extensive teacher guidance.	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. 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 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.5 Employ multiple 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. 8.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 9.2 Identify and categorize key ideas, concepts, and perspectives found in texts. 12.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include	*Teacher Modeling during daily Shared Literature and Writing Activities.	*Teacher Observation During Shared Reading/Writing, Guided Reading, Read Backs.	Work with a partner or cooperative learning group . Use Graphic Representations to sort information.

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2nd Quarter	R.AT.00.01 Become 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, reading choices from the continuum chart, inviting library area, reading novelties.	*Teacher Observation *MLPP: Literacy Attitudes	Read with a buddy . Literacy Backpacks to share with families at home.
2nd Quarter	R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.	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.	*Reading choices from the continuum, center choices, at-home language arts activities for families to engage in.	*Teacher Observation *Parent Survey *MLPP: Literacy Attitudes	Books on Tape, A Variety of Genre Selections In Individualized Leveled Book Boxes.

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2nd Quarter	W.PR.00.02 Brainstorm to generate and structure ideas for narrative and informational text.	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 R41: Graphic Organizers: Word Web R49: Process Writing: Generate Ideas for Writing	*Teacher Observation during Shared Writing *Graphic Organizers Completed Individually and in Small Groups	Work with a partner or cooperative learning group.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	S.CN.00.01 Use language to communicate with a variety of audiences and for different purposes: problem-solve explain look for solutions, construct relationships, courtesies	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. 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 multiple 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, etc.	*Harcourt Index Page R52: Speaking: Spoken Language, Choose and Adapt for Audiences, Occasions, and Purposes	*Trophies Assessment Handbook page 43: Speaking Observational Checklist *MLPP: Oral Language	Practice role playing communication process. Work with a partner or cooperative learning group .

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2nd Quarter	S.DS.00.02 Briefly tell/retell about: familiar experiences (including at least characters, setting, and events) and interests (including at least topic and key details).	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: Speaking: Relate Experiences, Retelling	*Trophies Assessment Handbook page 43: Speaking Observational Checklist	Use pictures or drawing to retell the experience.

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3rd Quarter	R.WS.00.01 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 decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	*Harcourt Index Page R47: Phonemic Awareness: Phoneme Blending	*Trophies Assessment Handbook Page 33: Task 5 Blending Onset-Rimes and Blending Phonemes and Page 37: Task 9 Deleting Phonemes *MLPP: Phonological Awareness, Sight Word/Decodable Word List, Word Lists, Hearing and Recording Sounds/Spelling	Phonemic Awareness CSI Kit Activities . Listen to Nursery Rhymes or other Phonemic Awareness Songs on tape.
3rd Quarter	R.WS.00.02 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 decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	*Harcourt Index Page R47: Phonemic Awareness: Onset and Rime Blending	*Theme Checkups from Decoding and Word Recognition Assessments *MLPP: Phonological Awareness, Concepts of Print, Hearing and Recording Sounds/Spelling	Manipulative and pictures to aid in blending and segmenting. Phonemic Awareness CSI Kit Activities .

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3rd Quarter	R.WS.00.03 Understand the alphabetic principle-that sounds in words are expressed by letters of the alphabet.	Reading: Word Recognition and Word Study: Phonemic Awareness	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 decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 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 R47: Phonics and Decoding: Letter Recognition, Sound/Letter Relationships	*MLPP: Letter/Sound Identification, Hearing and Recording Sounds/Spelling *Theme Checkups from Decoding and Word Recognition Assessments *Gates MacGinitie *DIBELS	Phonemic Awareness and Phonics CSI Kit Activities. Harcourt Phonics Computer Software.

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3rd Quarter	R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.	Reading: Word Recognition and Word Study: Phonemic Awareness	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 directions. 1.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	*Harcourt Index Page R47: Phonics and Decoding	*Theme Checkups from Decoding and Word Recognition Assessments *MLPP: Sight Word/Decodable Word List, Word Lists	Phonemic Awareness and Phonics CSI Kit Activities. Harcourt Zoo Animals Strategies. Pic Wizards, Language Masters, Carbo Game Activities. Harcourt Phonics Computer Software.
3rd Quarter	R.WS.00.08 Follow familiar written texts while pointing to matching words.	Reading: Word Recognition and Word Study: Word Recognition			*Harcourt Index Page R38: Concepts of Print: Track Print left-to-right, top-to-bottom	*MLPP: Concepts *Teacher Observation during Read Backs and Guided Reading Groups	Stories taped at a slow speed. Tracking Novelties (reading fingers, pointers, etc.)

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3rd Quarter	R.WS.00.09 Narrow possibilities in predicting words using: initial letters/sounds (phonics), picture clues (semantic), patterns of language (syntactic).	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 directions. 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 decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids. 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	*Harcourt Index Page R52: Strategies Good Readers Use	*Read-backs of Harcourt Decodable Readers *MLPP: Oral Reading/Fluency, Sight Word/Decodable Word List, Word Lists	Refer to the poster <i>Strategies Good Readers Use</i> . Listen to taped books .

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.WS.00.10 Know the meanings of words encountered frequently in kindergarten in oral language contexts (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.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.	*Harcourt Index Page R54: Vocabulary and Concept Development	*Teacher Observation During Daily Shared Literature Experiences. *DIBELS: Word Use *MLPP: Oral Language *Gates MacGinitie	Pictionaries, Individual Word Books, "Smart Talk" Vocabulary Electronic Game, Leap Pads, Power Paks

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.WS.00.11 In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	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.	1.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. 3.5 Employ multiple 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.	*Harcourt Index Page R37: Comprehension: Context Clues	*Teacher Observation During Shared Reading *MLPP: Oral Reading/Fluency	Refer to <i>Strategies Good Readers Use</i> poster/bookmark when figuring out the meaning of words. Power Paks

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.WS.00.12 Use picture clues, prediction, other people	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 R37: Comprehension: Context Clues	*Teacher Observation During Shared, Guided or Individual Readings	Work with a partner or cooperative learning group .

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.NT.00.03 Discuss simple story elements in narrative text: setting, characters, events.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 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.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 5.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world. 5.3 Describe how characters in literature and other texts can represent members of several different communities. 5.5 Explain how characters in literature and other texts express attitudes about one another. 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 R37: Comprehension: Characters, Sequence, Setting	*MLPP: Narrative Retelling - Comprehension *Teacher Observation During Shared/Guided Readings and Read backs	Work with a partner or cooperative learning group . Use a graphic organizer to recall the story elements.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	R.NT.00.04 Identify how author/illustrator use pictures and illustrations to support the understanding of settings and characters.	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. 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.	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. 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 context cues. 8.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character settings	*Harcourt Index Page R42: Illustrations	*Teacher Observation During Shared/Guided Readings or During Read backs	Use icons to recall elements during reading groups.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published 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 R55: Independent Writing: Poetry	*Approximate the poem <i>Kitchen Sink</i> from the <i>Big Book of Rhymes</i>	Work with a partner or cooperative learning group .

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.CN.00.04 Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom).	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.	3.2 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 differences 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 language patterns vary from place to place and how these language and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. 6.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.	*Harcourt Index Page R52: Speaking: Spoken Language, Choose and Adapt for Audiences, Occasions, Purposes	*Trophies Assessment Handbook page 43: Speaking Observational Checklist	Role play situations.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.DS.00.01 Engage in substantive conversation: remaining focused on subject matter, with interchanges beginning to build on prior responses, in the context of literature discussions, 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 R51: Speaking: Participate in Conversation	*Teacher Observation During Daily Conversations and Discussions *Trophies Assessment Handbook page 43: Speaking Observational Checklist *MLPP: Oral Language	Guided conversation with the assistance of the teacher.

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.	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. 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	1.3 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 3.5 Employ multiple 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	*Harcourt Index Page R50: Respond to Literature	*Teacher Observation During Shared and Guided Readings *Trophies Assessment Handbook page 43: Speaking Observational Checklist	Refer to <i>Making Connections</i> poster. Use drawings to respond.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.CN.00.02 Ask appropriate questions during a presentation or report.	Listening and 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 multiple 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, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.	*Harcourt Index Page R43: Listening	*Teacher Observation During Presentations *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Give examples of appropriate questions . Work with a partner or cooperative group . Watch of video tape of appropriate examples.

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.CN.00.03 Listen to each other and interact and respond appropriately: eye contact, attentive, supportive.	Listening and 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. 3.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.	*Harcourt Index Page R43: Listening: Conversation	*Teacher Observation During Daily Conversations and Discussions *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Watch a role play or video depicting appropriate listening and viewing.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	L.CN.00.04 Use effective listening and viewing behaviors.	Listening and Viewing: Conventions.	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.	1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 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. 3.5 Employ multiple 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.	*Harcourt Index Page R43: Listening: Conversation	*Teacher Observation During Daily Shared Literature Experiences. *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Watch a role play or video depicting appropriate listening and viewing.

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.WS.00.06 Recognize a small number (about 18) of frequently encountered, personally meaningful words in print 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 directions.	*Harcourt Index Page R42: High-Frequency Words	*MLPP: Oral Reading/Fluency	Words on tape or Language Master. Take Home or Classroom Word Rings. Swat Mats.
4th Quarter	R.WS.00.07 Recognize a few of the 220 Dolch basic sight vocabulary 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 directions.	Harcourt Index Page R42: High-Frequency Words	*MLPP: Sight Word/Decodable Word List, Word Lists	Words on tape or Language Master. Take Home or Classroom Word Rings. Swat Mats.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.FL.00.01 Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.	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. 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 directions. 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. 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 context cues.	*Daily phonemic awareness and phonics activities from Harcourt. Fluency Charts (letters, pictures/sounds, concepts of print, etc.).	*MLPP: Concepts of Print, Oral Reading/Fluency, Letter/Sound Identification, Sight Word/Decodable Word List, Word Lists *DIBELS	Individualized leveled Book Boxes. Fluency Charts. Harcourt Zoo Animals w/ sounds/movements.

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.NT.00.01 Become familiar with and respond thoughtfully to classic and contemporary literature: recognized for quality and literary merit and reflecting our common heritage as well as cultures from around the world.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 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. 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,	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 1.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. 4.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. 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 represent members of several different communities. 5.4 Recognize the representation of various cultures as well as our	*Harcourt Index Page R37: Classic Selections R44: Literature Genres R45: Multicultural Selections	*Teacher Observation during Shared Literature and Guided Reading Groups.	Authors' Chair and Guided Reading Groups

GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
<p>4th Quarter</p>	<p>R.NT.00.02 Identify a variety of narrative genre including: stories, nursery rhymes, poetry, songs.</p>	<p>Reading: Narrative Text</p>	<p>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.</p>	<p>1.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. 4.1 Demonstrate awareness of differences 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. An example is comparing a television toy ad to a print toy ad. 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>*Harcourt Index Page R44: Literature, Genres</p>	<p>*Teacher Observation during Harcourt Shared Reading and Using the <i>Big Book of Rhymes</i> *Response Cards, Cups, Sticks.</p> <p>A variety of genre on tape. Icons for genre types.</p>

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.NT.00.05 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	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. 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.	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 multiple 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 and feelings	Harcourt* Index Page R49: Responding	*Daily journaling and writing activities as indicated in Harcourt Lessons	Work with a partner or in a cooperative learning group. Graphic Organizers.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.IT.00.01 Identify a variety of informational genre: environmental text, concept books, picture books.	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 (e.g., show and tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) 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. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.	*Harcourt Index Page R41: Environmental Print, Nonfiction Genre R46: Nonfiction Selections	*Teacher Observation During Shared and Guided Reading *Response Cards, Cups, Sticks.	Informational Genres on tape which identify the genre. Work in cooperative groups or with a partner.

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.IT.00.02 With teacher guidance, discuss informational text patterns: sequential and descriptive.	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.	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 (e.g., show and tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.	*Harcourt Index Page R37: Text Patterns R41: Nonfiction: Text Organization	*Teacher Observation During Shared and Guided Readings *MLPP: Comprehension	Work in cooperative group or with a partner . Use a graphic organizer or icons to recall information.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.IT.00.03 Explain how author/illustrator use text features such as pictures and drawings to enhance the understanding of key ideas presented in descriptive (definitions, enumeration), sequential (directions, steps, procedures) organizational patterns.	Reading: Informational 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. 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.	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. 8.3 Explore how the characteristics of various informational genre (e.g., show and tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue,	*Harcourt Index Page R37: Comprehension: Sequence, Illustrations	*Teacher Observations During Shared and Guided Readings	Use pictures to explain instead of oral explanation. Work in a cooperative group or with a partner.

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.IT.00.04 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	Reading: Informational 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. 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. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create 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 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 multiple 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 and feelings	*Harcourt Daily Shared Literature and Writing Lessons (All Themes).	*Daily journaling and writing activities as indicated in Harcourt Lessons	Work in cooperative groups or with a partner.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	R.CS.00.01 Recognize how to assess personal work and the work of others with teacher supervision.	Reading: Critical Standards	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.	2.3 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. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story. 12.2 Discuss individual and shared standards used for different purposes. 12.3 Discuss choices in writing.	*Teacher modeling during daily Shared Literature lessons. Share a teacher created work with multiple errors and poor message.	*Assess personal or others work using Collin's Writing FCAs as directed.	Work in cooperative groups . Provide multiple examples to refer to.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.GN.00.01 Write a brief personal narrative using: pictures, words, word-like clusters, and/or sentences.	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. 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.	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. 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 purpose, discussing	*Harcourt Index Page R55: Writing Workshop: Personal Narrative	*MLPP: Writing	Adjust length of the assignment or allow to use drawings only. 6 Traits Writing.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.GN.00.03 Write a brief informational piece (a page for a class book) using drawings, word, word-like clusters, and/or sentences.	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. 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	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. 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 (e.g., show and tell, trade books, textbooks, and	*Harcourt Index Page R55: Writing Workshop	*MLPP: Writing *Collins Writing with FCAs that relate to the GLCE.	Work in cooperative group or with a partner . Allow to use drawing only ; not words.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gathering information from teacher supplied texts and using the writing process to develop the project.	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. 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	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. 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 (e.g., show and tell, trade books, textbooks, and	*Harcourt Index Page R37/R41: Questions for Research R55: Writing: Class Book	*Contribution to <i>Protecting the Earth</i> class book.	Show multiple examples or work with a partner . 6 Traits Writing.

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.PR.00.01 With teacher assistance, consider the audience reaction as they plan their writing.	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. 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	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 vices 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	*Whole group, small group, and individual writing experiences with teacher guidance. (i.e., thank you letters, requests, informational signs, etc.)	*Teacher Observation During Shared and Individual Harcourt Writing Activities.	Role play audience reaction. 6 Traits Writing.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.PR.00.03 Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings.	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. 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.	2.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. 2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actions 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. 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 R47: Phonics and Spelling and page R52: Spelling	*MLPP: Writing *Writings using spelling FCA *Trophies Assessment Handbook page 42: Speaking Observational Checklist	Practice with salt/sand trays, play dough or other multisensory materials. White Boards.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.PR.00.04 Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.	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 multiple 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	*Harcourt: Index page R49: Process Writing: Responding and Revising	*Collins Writing FCA: Revise by reading to peer.	Work in Cooperative Groups or with a partner. Overheard activities.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.PS.00.01 Show originality in oral, written, and visual messages including narrative (natural language, expressed sentiment, original ideas) and informational (listing, naming, describing).	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. 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.	2.2 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 ideas. 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 R54-55: Writing	*MLPP: Writing	Allow to refer to multiple examples . Work in Cooperative Groups or with a partner. 6 Traits Writing.

Kindergarten

Marion Public Schools ELA Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.SP.00.01 Spell a small number (about 18) of frequently encountered and personally meaningful words 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 edit text and discuss language conventions using appropriate terms. Examples include actions words, naming words, capital letters, and periods. 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 R47: Phonics and Spelling	*MLPP: Known Words, Hearing and Recording Sounds/Spellings	Practice with salt/sand trays, play dough or other multisensory materials. White Boards.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.SP.00.02 For other words, rely on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, 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 edit text and discuss language conventions using appropriate terms. Examples include actions words, naming words, capital letters, and periods. 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 R47: Phonics and Spelling R52: Spelling	*MLPP: Hearing and Recording Sounds/Spelling *Teacher Observation During Daily Writing Activities	Practice with salt/sand trays, play dough or other multisensory materials. White Boards.
4th Quarter	W.HW.00.01 Form upper and lower case letters.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actions words, naming words, capital letters, and periods.	*Harcourt Index Page R42: Handwriting	*Students write all uppercase and lowercase letters without a model to refer to.	Practice with salt/sand trays, play dough or other multisensory materials. Lined Chalkboards. Raised Lined Paper. "Handwriting Without Tears" activities.

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	W.HW.00.02 Leave space between words and word-like clusters of letters.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actions words, naming words, capital letters, and periods.	Harcourt Index Page R42: Handwriting	*Students write a two sentence story with proper spacing.	Practice with salt/sand trays, play dough or other multisensory materials . Use Spacemen markers when writing.
4th Quarter	W.HW.00.03 Write from left to right and top to bottom.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include actions words, naming words, capital letters, and periods.	*Harcourt Index Page R42: Handwriting	*Students write a two sentence story with proper spacing.	Practice with salt/sand trays, play dough or other multisensory materials . "Handwriting Without Tears" activities. Use smiley faces on the starting side when writing.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	S.CN.00.02 In spoken informational and narrative presentations speak clearly and audibly in complete, coherent sentences, use sound effects, and use illustrations.	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 or creative stories.	*Harcourt Index Page R37: Dramatic Interpretations R46: Oral Language: Speak in Complete Coherent Sentences	*Harcourt Assessment Handbook Page 43: Speaking Observational Checklist.	Allow to video tape .

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	S.CN.00.03 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	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. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	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. 11.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.	*After modeling, students will work in cooperative groups to present finding from their Science Fair Experiment.	*Harcourt Assessment Handbook Page 43: Speaking Observational Checklist.	Allow to video tape .

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	S.DS.00.04 Plan and deliver presentations or reports using an informational organizational pattern descriptions with appropriate text features, pictures, and illustrations, and providing several facts and details to make their point.	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	*After modeling and practice with a cooperative group, students will make an oral presentation (with pictures/illustration.) on ways to protect the environment. Graphic organizers should be used to assist with an organizational pattern of the students choice (Venn, Word Web, etc.).	*Harcourt Assessment Handbook Page 43: Speaking Observational Checklist.	Work with a partner or in a cooperative group. View video taped examples.

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	L.RP.00.01 Listen to or view and discuss a variety of genres.	Listening and 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 R43-44: Listening Comprehension	*Teacher Observation During Daily Shared/Guided Readings *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Guided Reading Groups

GLCE		STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	L.RP.00.02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening and 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. 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	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	*Harcourt Index Page R43: Listening Comprehension	*Teacher Observation *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Guided Reading Groups

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	L.RP.00.03 Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Listening and 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 multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling,	*Harcourt Index Page R43: Listening	*Teacher Observation *Harcourt Assessment Handbook page 44: Listening Observational Checklist	Refer to <i>Making Connections</i> poster. Work with a partner or in cooperative groups.