

Portales Municipal Schools
CURRICULUM MAP

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|-----------------|---------------|-------------|---------------------|-------------|
| Subject: | Language Arts | 2009 | Grade Level: | First Grade |
|-----------------|---------------|-------------|---------------------|-------------|

| Essential Questions: <i>How important is it for emergent readers to hear good readers reading aloud? What are the most important components for a child to become a reader? How important is it for emergent writers to observe good writing?</i> | | | | | |
|--|--|---|--|---|--|
| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
| 1st 9 Week | <p>Stand: Reading and Listening for Comprehension</p> <p>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information.</p> | <ol style="list-style-type: none"> 1. Listen to and retell short stories. (R) 2. Recognize repetition and predict repeated phrases. (R) 3. Respond and elaborate in answering Who, What, When Where, and How questions. (I) 4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. (I) 5. Self-monitor comprehension by using questions, retelling and summarizing. (I) 7. Increase vocabulary through reading, listening, and interacting. (I, R) | <ul style="list-style-type: none"> - Main Idea (beginning, middle, and end) - Story Details - Summarize - Tell Story Elements (Plot, Setting, Characters) - Compare and Contrast - Supporting Details - Pattern Text - Poems - 5 W's and H questions - Sequence of Events - Genre - Inferences - Use Illustrations for Comp. - Text Organizers - Introduce Unfamiliar Words | <p>Identify similarities and differences in text by using a graphic organizer to compare Characters. Assessment: Graphic Organizer</p> <p>Dramatize scenes from a short story such as "Caps for Sale" by Slobodkina. Students use reenacting to help retell the story. *</p> <p>Echo Read *</p> <p>Sing the 5 W and H song (to the tune of The Whole Word in my Hands) to identify each part in the story. *</p> <p>Sequence events in a story by writing and drawing the main events in a narrative story. (Summarizing, and Main Idea) Assessment: Written Product</p> <p>Use vocabulary words to complete sentences by finding the missing word within a sentence.</p> <p>Ask how, why, and what if questions using the q-matrix ball. *</p> | <p>http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf scroll to page 17 Character Map</p> <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Language+Comprehension&and=and&source=&sortby=element scroll to 1 of 17.</p> <p>Anthologies from Core</p> <p>A Gardening Glove with Who, What, When, Where, and Why written on each finger and the word how in the palm. http://www.waunakee.k12.wi.us/teachweb/Reading/strategies.htm</p> <p>http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf scroll to page 19 Story Banner</p> <p>http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf scroll to page 16 Word Finder</p> <p>On a beach ball write the q-matrix questions. http://www.sci.tamucc.edu/~evoug/4382/question_matrix.html Students toss the ball to one another and what type of question their right thumb lands on, is the question they have to ask about the story.</p> |

* Assessment: Teacher Observation based on Teachers' Criteria

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| Essential Questions | | | | | |
|------------------------------|---|--|---|--|---|
| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
| 1st 9 Week | <p>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.</p> <p>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</p> | <p>1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays). (I, R)</p> <p>1. Associate target words with prior knowledge and explore an author’s choice of words. (I)</p> <p>3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays). (I, R)</p> <p>4. Describe differences and similarities between different stories (i.e., characters, plot, setting). (I)</p> | <p>- Genre</p> <p>- Introduce Unfamiliar Words</p> <p>- Vocabulary Words</p> <p>- Inferences</p> <p>- Genre</p> <p>- Compare and Contrast</p> <p>- Story Elements</p> <p>- Story Details</p> | <p>Develop a poetry journal (cut, paste, illustrate, read independently then to a partner). Assessment: On-Going Journal</p> <p>Orally share prior knowledge about unfamiliar words found in a variety of texts. *</p> <p>Orally compare and contrast two stories to be placed by the teacher on a T-chart. *</p> | <p>Poems in anthologies and other theme related poems.</p> <p>Variety of texts, Vocabulary Routine Cards.</p> <p>Stories from anthologies, read alouds, big books, and other texts.</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|--|---|--|---|
| 1st 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | <p>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</p> <ul style="list-style-type: none"> - Blending the phonemes of one-syllable words. - Segmenting the phonemes of one-syllable words. - Changing the beginning, middle, and ending sounds to produce new words. (I,R) <p>2. Demonstrate decoding and word recognition strategies and skills by:</p> <ul style="list-style-type: none"> - Using phonics knowledge and sound-letter relationships to decode regular one-syllable words - Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) (I,R) | <ul style="list-style-type: none"> - Short a, i, u, o, e - Digraphs ck, sh, th - Initial Consonants /s/ - Consonant /p/ - Phonics/Decoding - Word Families - Blending cvc patterns - Segmenting cvc patterns - Substituting sounds - High-Frequency Words - Blends - Suffix Endings: -s, -es, -ed | <p>Segment syllables in a word by clapping out sounds, tapping out sounds on body/arm, using linking cubes, holding up fingers. *</p> <p>Segment selected target words given by the teacher. *</p> <p>Blend selected target words given by the teacher. *</p> <p>Produce new words by changing beginning, middle, and ending sounds in target words given by the teacher. *</p> <p>Read high-frequency and irregularly spelled words in Sight Word Speed Drills. Assessment: Read Words with automaticity (NO SOUNDING OUT)</p> | <p>http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part5.pdf Scroll to page 13 Word Syllable Game Ideas by Sharon Gatti Carson on segmenting syllables</p> <p>Card 6 Template for Phoneme Segmentation</p> <p>Card 5 Template for Phoneme Blending Instruction</p> <p>TE Phonological Awareness on “H” pages</p> <p>Sharon Gatti-Carson Rainbow Words (Becky Flen CTE Grant)</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|--|---|--|--------------------------------------|
| 1st 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | 3. Read aloud with fluency and comprehension grade-level text. (I) 4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. (I) 5. Increase vocabulary through reading, listening and interacting. (I, R) | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Using meaning, structure, and visual cues - Context Clues - Self-correcting - Picture Clues - Comprehension (story meaning) - Decoding - High-Frequency Words - Vocabulary - Discussion/Interacting | Echo and Choral Read, various texts selected by teacher. * Read aloud grade level text in small groups lead by the teacher. * | Various Texts Leveled Readers |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|---|--|--|--|
| 1st 9 week | <p>Strand: Writing and Speaking for Expression</p> <p>Content Standard II: Students will communicate effectively through speaking and writing</p> <p>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</p> | <p>1. Read aloud with fluency and comprehension grade-level text. (I)</p> <p>2. Engage in discussions resulting in written products. (I)</p> <p>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas). (I)</p> | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Shared Reading - Shared Writing - Discussion/Interacting - Retelling - Summarize - Inferences | <p>Write in journals about a topic given by the teacher and share their piece during author's chair. Assessment: Journal Entry</p> <p>Acquire New Vocabulary by participating in whole group discussions. *</p> | <p>Student Journal, Weekend News, and Author's Chair.</p> <p>Routine Cards</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|---|---|---|---|
| 1st 9 week | K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate. | 1. Confirm predictions about what will happen next in a text identifying key words. (I) 2. Use context to resolve ambiguities about word and sentence meaning. (I) 3. Relate prior knowledge to textual information. (R) 4. Use phonetic knowledge and basic patterns to spell correctly three- and four- letter words. (I) 5. Apply phonics to write independently, using emergent and/or conventional spelling. (R) 6. Write all upper and lower case letters of the alphabet using correct letter formation. (R) 7. Use complete sentences to write simple text. (I) 8. Use basic capitalization and punctuation for: - first word in a sentence - proper names - period to end declarative sentence question mark to end interrogative sentence. (I) | - Story Details - Inferences - Predictions - Interactive/Shared Writing - Context Clues - Word Order - Background Knowledge - Phonics/Decoding - Short a, i, u, o, e - Digraphs ck, sh, th - Formation - Write a complete sentence - Word Order - Statements - Nouns, Plural Nouns, Irregular Plural Nouns, - Write a complete sentence using proper mechanics - Questions and Exclamations | Generate predictions orally during a Big Book Introduction. * Engage in conversation to help the teacher fill out a KWL chart to build background knowledge. Assessment: KWL chart created by class Gain knowledge of unfamiliar words by engaging in conversation with the teacher. * Manipulate magnetic letters to form three-four letter spelling words. Assessment: Words created on a three sort sheet Create a story by engaging in interactive writing with the teacher. (Emergent/Conventional Spelling, Letter Formation, Capitalization/Punctuation, and Complete Sentences). Assessment: Writing Interactive Writing. * Have a Daily Oral Language (DOL) review on Grammar usage and skills by making corrections on words and sentences. Assessment: DOL Half Sheets | Big Book, and butcher paper. Big Book is wrapped. KWL Chart, Strategies for Scaffolding and Activation of Background Knowledge Card B. Instructional Routine card for Teaching Critical, Unknown Vocabulary Words Card V. Magnetic Letters, Magnetic Board or Cookie Sheets. Chart Paper, Markers, Correcting Tape. Fountas and Pinnell <i>Interactive Writing</i> <i>Daily Language Review Grade 1</i> Publisher: Evan-Moor |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|--|---|--|
| 1st 9 week | <p>K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process</p> <p>Strand: Literature and Media Content Strand III: Students will use literature and media to develop an understanding of people, societies, and self.</p> <p>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p> | <p>2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). (I)</p> <p>5. Begin to utilize conventional spelling. (I)</p> <p>1. Increase vocabulary and understand expressions found in appropriate literary works. (I)</p> <p>2. Identify the characters and simple story lines from selected myths and stories from around the world. (I)</p> | <ul style="list-style-type: none"> - Journal Entries - Phonics/Decoding - Discussions - Genres - Story Elements - Identify | <p>Engage in a Shared Writing activity with the teacher and classmates. Assessment: Written Product</p> <p>Identify characters and character actions in a story to develop comprehension of the plot by using a Character Map. Assessment: Character Map</p> | <p>Chart Paper, Markers, Correction Tape.</p> <p>http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf Scroll to Page 15 Single Character Map</p> |

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|------------------------------|---|---|---|---|--|
| 1st 9 week | K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function. | 1. Identify elements of plot and setting in a story. (I) 2. Demonstrate understanding (e.g., act out, draw, write, talk). of sequence and characterization in a story. (R) | <ul style="list-style-type: none"> - Identify - Story Elements - Sequence of Events - Characters - Comprehension - Summarize - Main Idea | From a read aloud, create a Flip Book to illustrate the characters, and setting of a story, share flip book in a small group. Assessment: Flip Book | Paper, markers, crayons, scissors, glue sticks, and selected read aloud. |

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| Essential Questions: <i>How important is it for emergent and developing readers to be exposed and familiar with different genres? What are the most important components for a child to become a reader? How important is it for emergent writers to practice good writing strategies/skills?</i> | | | | | |
|--|--|---|--|--|---|
| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
| 2nd 9 Week | <p>Stand: Reading and Listening for Comprehension</p> <p>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information.</p> | <ol style="list-style-type: none"> 1. Listen to and retell short stories. (R) (M) 2. Recognize repetition and predict repeated phrases. (R) (M) 3. Respond and elaborate in answering Who, What, When Where, and How questions. (R) 4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. (I) 5. Self-monitor comprehension by using questions, retelling and summarizing. (I, R) 7. Increase vocabulary through reading, listening, and interacting. (R) | <ul style="list-style-type: none"> - Main Idea (beginning, middle, and end) - Summarize - Tell Story Elements (Plot, Setting, Characters) - Compare and Contrast - Draw Conclusions - Pattern Text - Poems - 5 W's and H questions - Genre - Predictions - Inferences - Use Illustrations for Comp. - Cause and Effect - Context Clues | <p>Recognize pattern text after the reading of "Jump Frog Jump" by raising a stick frog puppet every time they encounter the repeated phrase. (Retelling) *</p> <p>Echo Read *</p> <p>Sing the 5 W and H song (to the tune of The Whole Word in my Hands) to identify each part in the story. *</p> <p>Identify the beginning, middle and end of a story by role-playing the parts. *</p> <p>Increase Vocabulary by orally describing and writing about a picture. *</p> | <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Language+Comprehension&and=and&source=&sortby=element Scroll to 11 of 17 Language Comprehension</p> <p>Anthologies from Core</p> <p>A Gardening Glove with Who, What, When, Where, and Why written on each finger and the word how in the palm. http://www.waunakee.k12.wi.us/teachweb/Reading/strategies.htm</p> <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Reading+Comprehension&and=and&source=&sortby=element Scroll to 13 of 19 Summarize Stories</p> <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Language+Comprehension&and=and&source=&sortby=element Scroll to 5 of 17 Describe a Picture</p> |

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| 2nd 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | <p>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</p> <ul style="list-style-type: none"> - Blending the phonemes of one-syllable words. - Segmenting the phonemes of one-syllable words. - Changing the beginning, middle, and ending sounds to produce new words. (I,R) <p>2. Demonstrate decoding and word recognition strategies and skills by:</p> <ul style="list-style-type: none"> - Using phonics knowledge and sound-letter relationships to decode regular one-syllable words - Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) (I,R) | <ul style="list-style-type: none"> - Short a, e, i, o, u (Review) - Blends fl, sn, sl, ch, wh, nk - Long a: a_e - Phonics/Decoding - Blending cvc patterns - Segmenting cvc patterns - Substituting sounds - Word Families - Final Consonants - High-Frequency Words - Suffix endings, -ed - Possessive words - Contractions and Contractions with “not” | <p>Segment syllables in a word by clapping out sounds, tapping out sounds on arm/body, using linking cubes, holding up fingers. *</p> <p>Segment selected target words given by the teacher. *</p> <p>Blend selected target words given by the teacher. *</p> <p>Produce new words by changing beginning, middle, and ending sounds in target words given by the teacher. *</p> <p>Read high-frequency and irregularly spelled words in Sight Word Speed Drills. Assessment: Read Words with automaticity (NO SOUNDING OUT)</p> <p>Practice contractions by placing an elbow noodle in the correct place to represent the apostrophe. Assessment: Correct placement of apostrophe</p> | <p>http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part5.pdf Scroll to page 13 Word Syllable Game</p> <p>Card 6 Template for Phoneme Segmentation</p> <p>Card 5 Template for Phoneme Blending Instruction</p> <p>TE Phonological Awareness on “H” pages. <i>Making Words</i> By Fountas and Pinnell</p> <p>Sharon Gatti-Carson Rainbow Words (Becky Flen CTE Grant)</p> <p>http://www.lessonplanspage.com/LAContractionsWithLendonBridgeAndBalloon2.htm</p> |

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| 2nd 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | 3. Read aloud with fluency and comprehension grade-level text. (R) 4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. (R) 5. Increase vocabulary through reading, listening and interacting. (R) | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Using meaning, structure, and visual cues - Context Clues - Self-correcting - Picture Clues - Comprehension (story meaning) - Decoding - High-Frequency Words - Vocabulary - Discussion/Interacting - Listening | Echo and Choral Read, various texts selected by the teacher. * Read aloud grade level text in small groups lead by the teacher. * Gain vocabulary by using the word in a sentence, repeating the word in different sentences, and acting out the word. * Practice sight words and other high-frequency words by reading them with the teacher in a whole group setting. * | Various Texts Leveled Readers Routine Card V used with Template #17 Template Card 3 |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
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| 2nd 9 week | <p>Strand: Writing and Speaking for Expression</p> <p>Content Standard II: Students will communicate effectively through speaking and writing</p> <p>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</p> | <p>1. Read aloud with fluency and comprehension grade-level text. (R)</p> <p>2. Engage in discussions resulting in written products. (R)</p> <p>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas). (R)</p> | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Shared Readings - Shared Writing - Discussion/Interacting - Retelling - Summarize - Inferences | <p>Write in journals about a topic given by the teacher and share their piece during author's chair. Assessment: Journal Entry *</p> <p>Respond to story prompt in response journal and discuss response with: teacher, class, and/or neighbor. Assessment: Journal Entry</p> | <p>Student Journal, Weekend News, and Author's Chair. Routine Cards</p> <p>Core Anthology writing suggestions.</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|---|--|--|--|
| 2nd 9 week | K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate. | <ol style="list-style-type: none"> 1. Confirm predictions about what will happen next in a text identifying key words. (I,R) 2. Use context to resolve ambiguities about word and sentence meaning. (I,R) 3. Relate prior knowledge to textual information. (I,R) 4. Use phonetic knowledge and basic patterns to spell correctly three- and four- letter words. (I,R) 5. Apply phonics to write independently, using emergent and/or conventional spelling. (I,R) 6. Write all upper and lower case letters of the alphabet using correct letter formation. (I,R) 7. Use complete sentences to write simple text. (I,R) 8. Use basic capitalization and punctuation for: <ul style="list-style-type: none"> - first word in a sentence - proper names - period to end declarative sentence question mark to end interrogative sentence. (I,R) | <ul style="list-style-type: none"> - Inferences - Predictions - Interactive/Shared Writing - Context Clues - Word Order - Background Knowledge - Phonics/Decode - Short a, i, u, o, e - Long a_e - Blends: fl, sn, sl, ch, wh, nk - Formation - Write a complete sentence - Word Order - Statements - Verbs: Present, Past, Verbs of be (i.e. is, are), Proper Nouns (i.e., Days, Months, Holidays) - Write a complete sentence using proper mechanics - Questions and Exclamations | <p>Gain knowledge of unfamiliar words by engaging in conservation with the teacher. *</p> <p>Manipulate magnetic letters to form three-four letter spelling words. Assessment: Words Created on a three sort sheet</p> <p>Create a story by engaging in interactive writing with the teacher. (Emergent/Conventional Spelling, Letter Formation, Capitalization/Punctuation, and Complete Sentences). Assessment: Writing</p> <p>Engage actively in using blends through an interactive website. *</p> <p>Review Daily Oral Language (DOL) on Grammar usage and skills by making correction on words and sentences. Assessment: DOL Half Sheet</p> <p>Blend words by sorting words into nonsense words and real words. Draw-A-Card Word Game. Assessment: Words written on sheet</p> | <p>Instructional Routine card for Teaching Critical, Unknown Vocabulary Words Card V.</p> <p>Magnetic Letters, Magnetic Board or Cookie Sheets.</p> <p>Chart Paper, Markers, Correcting Tape.</p> <p>http://starfall.com/n/level-a/learn-to-read/load.htm?f</p> <p><i>Daily Language Review Grade1</i> Publisher: Evan-Moor</p> <p>http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part4.pdf Scroll down to page 18 of 202 Draw-A-Card Word Game</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|---|--|---|
| 2nd 9 week | <p>K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process</p> <p>Strand: Literature and Media Content Strand III: Students will use literature and media to develop an understanding of people, societies, and self.</p> <p>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p> | <p>2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). (R)</p> <p>5. Begin to utilize conventional spelling. (R)</p> <p>1. Increase vocabulary and understand expressions found in appropriate literary works. (R)</p> <p>2. Identify the characters and simple story lines from selected myths and stories from around the world. (R)</p> | <p>- Journal Entries - Phonics/Decoding</p> <p>- Discussions - Genres - Story Elements - Identify</p> | <p>Engage in a Shared Writing activity with the teacher and classmates. Assessment: Writing</p> <p>In response journals, students will respond to selected texts. Assessment: Journal Entry</p> <p>Sort a_e words by their ending sound. (i.e: ake, ade, ate) Assessment: Sorting of Words</p> <p>Recite familiar sayings by matching picture prompts with the corresponding scenarios. Assessment: Matching of pictures to prompt</p> <p>Play “Name that Story.” Identify the story based on clues given either about characters, or story lines either orally with the teacher or on sentence strips in a center. Assessment: Sentence strips</p> | <p>Chart Paper, Markers, Correction Tape.</p> <p>Response Journal</p> <p><i>Phonics Lessons letters, words, and how they work Grade 1</i>By: Fountas and Pinnell page 299-301</p> <p>http://coreknowledge.org/CK/resrcs/lessons/199sayings.pdf</p> <p>Folk Tales, Fairy Tales, Myths (Aesop). Must be read prior to playing the game.</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|---|---|--|---|
| 2nd 9 week | K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function. | 1. Identify elements of plot and setting in a story. (R) 2. Demonstrate understanding (e.g., act out, draw, write, talk). of sequence and characterization in a story. (R) | <ul style="list-style-type: none"> - Identify - Story Elements - Characters - Comprehension - Summarize - Main Idea - Inferences - Draw Conclusions | From a read aloud, students will create a Flip Book to illustrate the characters, and setting of a story, they will share their flip book in a small group. Assessment: Flip Book Readers Theater on a myth, fairy tale, fable studied previously. * | Paper, markers, crayons, scissors, glue sticks, and selected read aloud. Copy of book/play, props. |

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| Essential Questions: <i>How are you like a detective when decoding words? How can practicing writing help you become a good writer?</i> | | | | | |
|--|--|--|---|--|--|
| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
| 3rd 9 Week | <p>Stand: Reading and Listening for Comprehension</p> <p>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information.</p> | <ol style="list-style-type: none"> 1. Listen to and retell short stories. (R, M) 2. Recognize repetition and predict repeated phrases. (M) 3. Respond and elaborate in answering Who, What, When Where, and How questions. (R, M) 4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. (R) 5. Self-monitor comprehension by using questions, retelling and summarizing. (R) 7. Increase vocabulary through reading, listening, and interacting. (R) | <ul style="list-style-type: none"> - Main Idea (beginning, middle, and end) - Summarize - Tell Story Elements (Plot, Setting, Characters) - Compare and Contrast - Draw Conclusions - Cause and Effect - Pattern Text - Poems - 5 W's and H questions - Genre - Predictions - Inferences - Use Illustrations for Comp. - Context Clues - Analyze Characters - Sequence of Events - Story Details - Text Organizers - Reading Written Directions - Following Teacher Spoken Directions - Listening - Role-Play | <p>Orally identify the beginning, middle, and end of a short story by sharing ideas to write on a story map. Assessment: Story Map</p> <p>Develop Inferencing by filling in words in a selected passage. Assessment: Written Product of Filled in Words (Closed Procedure)</p> <p>Echo, Choral, Buddy, and Independent Reading. *</p> <p>Analyze Character attributes by creating a list with teacher. Assessment: Class List</p> <p>Recognize Cause and Effect from a story. (eg. <i>Oops!</i> By Colin McNaughton). Assessment: Tell actions of a story from details of pictures.</p> <p>Build Vocabulary by reading and studying the book "<i>Down By the Bay</i>" (Raffi Songs to Read) by Raffi Assessment: Identify the words on the word cards</p> | <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Reading+Comprehension&and=and&source=&sortby=element Scroll to 13 of 19 Summarize Stories</p> <p>http://www.readinglady.com/maic/tools/Inferences%20handout%20by%20Deb%20Smith.pdf Scroll to Reading Between and Beyond the Lines page 3</p> <p>Anthologies from Core, Leveled Readers, other texts.</p> <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Reading+Comprehension&and=and&source=&sortby=element Scroll to 2 of 19 Character Attributes</p> <p>http://k-12.pisd.edu/currinst/library/lesson/FirstGrade/Oops!.doc</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=301</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|--|---|---|---|
| 3rd 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | <p>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</p> <ul style="list-style-type: none"> - Blending the phonemes of one-syllable words. - Segmenting the phonemes of one-syllable words. - Changing the beginning, middle, and ending sounds to produce new words. (R) <p>2. Demonstrate decoding and word recognition strategies and skills by:</p> <ul style="list-style-type: none"> - Using phonics knowledge and sound-letter relationships to decode regular one-syllable words - Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) (R) | <ul style="list-style-type: none"> - Blends gr, fr, tr, st - Long i_e, o_e, u_e, ay, ai, ee, e, ie, ea, oe, ow, y, igh - Review Long a_e - Diagraphs: ch, sh, th -Final Sounds: /k/, /ck/ - Phonics/Decoding -Blending Words -Segmenting Words - Substituting sounds - Word Families - High-Frequency Words - Suffix endings: -s, -es, -ed, -er, -est, -ing | <p>Play My Pile Your Pile with the teacher to develop automaticity on Sight Words. *</p> <p>Segmenting selected target words given by the teacher. *</p> <p>Blend selected target words given by the teacher. *</p> <p>Produce new words by changing beginning, middle, and ending sounds in target words given by the teacher. *</p> <p>Read and Write high-frequency and irregularly spelled words in Sight Word Speed Drills. Assessment: Read and Write with automaticity (NO SOUNDING OUT)</p> <p>Practice Fluency and Identify rime or word families to decode new words by reading the book “<i>Click, Clack, Moo: Cows that Type</i>” by Doreen Cronin. Assessment: Create new words in a Word Family using a Pocket Chart.</p> | <p>Sight Words</p> <p>Card 6 Template for Phoneme Segmentation</p> <p>Card 5 Template for Phoneme Blending Instruction</p> <p>TE Phonological Awareness on “H” pages</p> <p>Sharon Gatti-Carson Rainbow Words (Becky Flen CTE Grant)</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=847</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|---|--|---|--------------------------------------|
| 3rd 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | 3. Read aloud with fluency and comprehension grade-level text. (R) 4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. (R) 5. Increase vocabulary through reading, listening and interacting. (R) | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Using meaning, structure, and visual cues - Context Clues - Self-correcting - Picture Clues - Comprehension (story meaning) - Decoding - High-Frequency Words - Vocabulary - Discussion/Interacting - Listening | Echo and Choral Read, Buddy Read and Independently Read, various texts selected by the teacher. * Read aloud grade level text in small groups lead by the teacher. * (Teachers are looking for Meaning, Structure, and Visual Strategies being used as Students read). | Various Texts Leveled Readers |

* Assessment: Teacher Observation based on Teachers' Criteria

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|--|--|--|
| 3rd 9 week | <p>Strand: Writing and Speaking for Expression</p> <p>Content Standard II: Students will communicate effectively through speaking and writing</p> <p>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</p> | <p>1. Read aloud with fluency and comprehension grade-level text. (R, M)</p> <p>2. Engage in discussions resulting in written products. (R, M)</p> <p>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas). (R, M)</p> | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Various Texts - Shared Readings - Shared Writing - Discussion/Interacting - Listening - Writing a Story - Writing that Compares - Use Illustrations - Analyze Characters - Retelling - Summarize - Inferences | <p>Students will write in their journals about a topic given by the teacher and share their piece during author's chair. Assessment: Journal Write</p> <p>Acquire Vocabulary through Fast Mapping</p> | <p>Student Journal, Weekend News, and Author's Chair.</p> <p>Routine Cards</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|---|---|---|
| 3rd 9 week | K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate. | <ol style="list-style-type: none"> 1. Confirm predictions about what will happen next in a text identifying key words. (R, M) 2. Use context to resolve ambiguities about word and sentence meaning. (R, M) 3. Relate prior knowledge to textual information. (R, M) 4. Use phonetic knowledge and basic patterns to spell correctly three- and four- letter words. (R, M) 5. Apply phonics to write independently, using emergent and/or conventional spelling. (R, M) 6. Write all upper and lower case letters of the alphabet using correct letter formation. (M) 7. Use complete sentences to write simple text. (R, M) 8. Use basic capitalization and punctuation for: <ul style="list-style-type: none"> - first word in a sentence - proper names - period to end declarative sentence - question mark to end interrogative sentence. (R, M) | <ul style="list-style-type: none"> - Inferences - Predictions - Interactive/Shared Writing - Writing Stories - Context Clues - Word Order - Background Knowledge - Phonics/Decoding - Review Short Vowel - Long: i_e, o_e, u_e, ay, ai, ee, e, ie, ea, oa, oe, ow, y, igh - Blends: gr, fr, tr, st - Digraphs: ch, sh, th - Formation - Write a complete sentence - Word Order - Statements - Adjectives, Adjectives that Compare, Synonyms/Antonyms, Irregular Verbs (go/goes, do/does, see/say), Verbs that tell about the past (was, were), Verbs that tell about the present (has, have) - Write a complete sentence using proper mechanics - Questions and Exclamations | <p>Practice/Correct Writing by conferences with peers and teacher. (Schaffer Method) Assessment: See Schaffer Pacing Guide.</p> <p>Students gain knowledge of unfamiliar words by engaging in conversation with the teacher. *</p> <p>Create a story by engaging in interactive writing with the teacher. (Emergent/Conventional Spelling, Letter Formation, Capitalization/Punctuation, and Complete Sentences). Assessment: Written Product</p> <p>Create a poem using nouns, adjectives, and verbs with ending –ing individually or as a whole group. Assessment: Written Poem</p> <p>Review Daily Oral Language (DOL) on Grammar usage and skills by making correction on words and sentences. Assessment: DOL Half Sheet</p> | <p>Journal, Weekend News, Field Trip Adventures.</p> <p>Instructional Routine cards for Teaching Critical, Unknown Vocabulary Words Card V.</p> <p>Chart Paper, Markers, Correcting Tape.</p> <p>http://www.mrsmcgowan.com/projects/butterflies/index.html#z</p> <p><i>Daily Language Review Grade1</i> Publisher: Evan-Moor</p> |

* Assessment: Teacher Observation based on Teachers' Criteria

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| Nine Weeks | Strand/Standard/ Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|---|--|--|--|
| 3rd 9 week | <p>K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process</p> <p>Strand: Literature and Media Content Strand III: Students will use literature and media to develop an understanding of people, societies, and self.</p> <p>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p> | <p>2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). (R, M)</p> <p>5. Begin to utilize conventional spelling. (R)</p> <p>1. Increase vocabulary and understand expressions found in appropriate literary works. (R)</p> <p>2. Identify the characters and simple story lines from selected myths and stories from around the world. (R)</p> | <ul style="list-style-type: none"> - Journal Entries - Phonics/Decoding - Writing Stories - Letters/Notes - Poems - High-Frequency Words - Discussions - Genres - Listening - Various Texts (Cultures) - Story Elements - Identify | <p>Engage in a Shared Writing activity with the teacher and classmates. *</p> <p>Gain Vocabulary and an understanding of expressions, by learning about character traits in a variety of stories. Assessment: Journal Entries</p> | <p>Chart Paper, Markers, Correction Tape.</p> <p>http://www.coreknowledge.org/CK/resrcs/lessons/02_1_NameVirtue.pdf</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|---|---|---|---|
| 3rd 9 week | K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function. | 1. Identify elements of plot and setting in a story. (R, M) 2. Demonstrate understanding (e.g., act out, draw, write, talk). of sequence and characterization in a story. (R, M) | <ul style="list-style-type: none"> - Identify - Story Elements - Plot/Character - Sequence of Events - Comprehension - Summarize - Main Idea - Inferences - Draw Conclusions | From a read aloud, students will create a Flip Book to illustrate the characters, and setting of a story, they will share their flip book in a small group. Assessment: Flip Book Readers Theater on a myth, fairy tale, fable, and other genres studied previously. * Identify story elements by creating a story plot with the teacher. Assessment: Class Story Plot. | Paper, markers, crayons, scissors, glue sticks, and selected read aloud. Copy of book/play, props. Chart Paper, Markers, Stories. |

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| Essential Questions: <i>What strategies do good readers use? What does reading with Fluency sound like? What does good writing look like?</i> | | | | | |
|--|--|---|---|---|--|
| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
| 4th 9 Week | <p>Stand: Reading and Listening for Comprehension</p> <p>Content Standard I: Students will apply strategies and skills to Comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information.</p> | <p>1. Listen to and retell short stories. (M)</p> <p>3. Respond and elaborate in answering Who, What, When Where, and How questions. (R, M)</p> <p>4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. (R, M)</p> <p>5. Self-monitor comprehension by using questions, retelling and summarizing. (R, M)</p> <p>6. Follow simple written and oral instructions. (I)</p> <p>7. Increase vocabulary through reading, listening, and interacting. (R, M)</p> | <ul style="list-style-type: none"> - Main Idea (beginning, middle, and end) - Summarize - Cause and Effect - Inferences - Predictions - Use Illustrations - Tell Story Elements (Plot, Setting, Characters) - 5 W's and H questions - Genre - Context Clues - Analyze - Sequence of Events - Story Details - Text Organizers - Reading Written Directions - Following Teacher Spoken Directions - Listening - Role-Play | <p>In 3 different groups, students will read different stories in "Frog and Toad" by Arnold Lobel, and create dioramas, write different stories, create models of the story to retell and share sequence of events. Assessment: Student Creations</p> <p>Echo, Choral, Buddy, and Independent Reading. *</p> <p>Develop ability to follow Oral Directions by playing games such as: Simon Says, Red Light/Green Light, Mother May I etc. Assessment: Winning of Game, or playing a Good Game</p> <p>Follow teachers' oral directions by recording what is said on a piece of paper. Assessment: Written Product</p> <p>Write the steps in making a Peanut Butter and Jelly Sandwich (be very specific), the teacher will follow selected directions to demonstrate the importance of writing and following directions exactly as written. Assessment: The written product, and if the sandwich can be made.</p> | <p>http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Reading+Comprehension&order=and&source=&sortby=element Scroll to 5 of 19 Story Comprehension</p> <p>Anthologies from Core, Leveled Readers, other texts.</p> <p>None needed, unless needed for the game.</p> <p>http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp022.shtml</p> <p>Paper, pencils, the makings of a peanut butter and jelly sandwich.</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|---|---|---|---|
| 4th 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | <p>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</p> <ul style="list-style-type: none"> - Blending the phonemes of one-syllable words. - Segmenting the phonemes of one-syllable words. - Changing the beginning, middle, and ending sounds to produce new words. (R, M) <p>2. Demonstrate decoding and word recognition strategies and skills by:</p> <ul style="list-style-type: none"> - Using phonics knowledge and sound-letter relationships to decode regular one-syllable words - Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have). (R, M) | <ul style="list-style-type: none"> - Blends: ar, ir, ur, er - Long: oo, ou, ow, oi, oy - Review Long e - Diagraphs: ch, sh, th - Phonics/Decoding (e, ea) -Blending Words -Segmenting Words - Substituting sounds - Word Families - High-Frequency Words - Suffix endings: - ing | <p>Segmenting selected target words given by the teacher. *</p> <p>Blend selected target words given by the teacher. *</p> <p>Produce new words by changing beginning, middle, and ending sounds in target words given by the teacher. *</p> <p>Read and Write high-frequency and irregularly spelled words in Sight Word Speed Drills. Assessment: Read and Write with automaticity (NO SOUNDING OUT) *</p> | <p>Card 6 Template for Phoneme Segmentation</p> <p>Card 5 Template for Phoneme Blending Instruction</p> <p>TE Phonological Awareness on “H” pages</p> <p>Sharon Gatti-Carson Rainbow Words (Becky Flen CTE Grant)</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|--|--|---|--------------------------------------|
| 4th 9 week | K-4 Benchmark: I-D: Acquire reading strategies. | 3. Read aloud with fluency and comprehension grade-level text. (R, M) 4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. (R, M) 5. Increase vocabulary through reading, listening and interacting. (R, M) | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Using meaning, structure, and visual cues - Context Clues - Self-correcting - Picture Clues - Comprehension (story meaning) - Decoding/Decodable Words - High-Frequency Words - Vocabulary - Discussion/Interacting - Listening | Echo and Choral Read, Buddy Read and Independently Read, various texts selected by the teacher. * Read aloud grade level text in small groups lead by the teacher. * (Teachers are looking for Meaning, Structure, and Visual Strategies being used as Students read). | Various Texts Leveled Readers |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|---|--|--|
| 4th 9 week | <p>Strand: Writing and Speaking for Expression</p> <p>Content Standard II: Students will communicate effectively through speaking and writing</p> <p>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</p> | <p>1. Read aloud with fluency and comprehension grade-level text. (R, M)</p> <p>2. Engage in discussions resulting in written products. (R, M)</p> <p>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas). (R, M)</p> | <ul style="list-style-type: none"> - Read Aloud - Expression - Fluency - Recognizing Punctuation - Various Texts - Shared Readings - Shared Writing - Discussion/Interacting - Listening - Expository Writing - Writing a Story - Use Illustrations - Summarize - Retelling - Inferences | <p>Students will write in their journals about a topic given by the teacher and share their piece during author's chair. Assessment: Journal Write</p> <p>Explore an imaginary setting through the use of Eric Carle's <i>A Home for Hermit Crab</i> by imagining a day in the life of a crab and writing about what they have imagined. Assessment: Written Product</p> | <p>Student Journal, Weekend News, and Author's Chair.</p> <p>http://community.scholastic.com/blog/article?blog.id=jill_white_grade1_blog&message.id=40</p> |

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|--|---|--|---|
| 4th 9 week | K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate. | 1. Confirm predictions about what will happen next in a text identifying key words. (R, M) 2. Use context to resolve ambiguities about word and sentence meaning. (R, M) 3. Relate prior knowledge to textual information. (R, M) 4. Use phonetic knowledge and basic patterns to spell correctly three- and four- letter words. (R, M) 5. Apply phonics to write independently, using emergent and/or conventional spelling. (R, M) 7. Use complete sentences to write simple text. (R, M) 8. Use basic capitalization and punctuation for: - first word in a sentence - proper names - period to end declarative sentence question mark to end interrogative sentence. (R, M) 9. Self-monitor composition by using re-reading and peer conferences. (I) | - Inferences - Predictions - Interactive/Shared Writing - Context Clues - Word Order - Background Knowledge - Phonics/Decoding - Review Long and Short Vowels - Write a complete sentence - Word Order - Statements - Subject, Predicates, Pronouns (I, me), Combining Sentences - Write a complete sentence using proper mechanics -Expository Writing - Writing a Story -Writing Process | Students gain knowledge of unfamiliar words by engaging in conversation with the teacher. * Create a story by engaging in interactive writing with the teacher. (Emergent/Conventional Spelling, Letter Formation, Capitalization/Punctuation, and Complete Sentences). Assessment: Written Product Review Daily Oral Language (DOL) on Grammar usage and skills by making correction on words and sentences. Assessment: DOL Half Sheet | Instructional Routine card for Teaching Critical, Unknown Vocabulary Words Card V. Chart Paper, Markers, Correcting Tape. <i>Daily Language Review Grade1</i> Publisher: Evan-Moor |

* Assessment: Teacher Observation based on Teachers' Criteria

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|---|---|--|--|--|
| 4th 9 week | K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process | <p>1. Write by using an author’s model (e.g., writing different endings for the story, composing an innovation of a poem). (I)</p> <p>2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). (R, M)</p> <p>3. Write descriptions of familiar persons, places, or objects. (I)</p> <p>4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction). (I)</p> <p>5. Begin to utilize conventional spelling. (R, M)</p> | <ul style="list-style-type: none"> - Writing Process - Interactive/Shared Writing - Journal Entries - Writing Stories - Letters/Notes - Poems - Writing to Describe - Adjectives - Phonics/Decoding - High-Frequency Words | <p>Engage in a Shared Writing activity with the teacher and classmates. *</p> <p>Practice the writing process, by writing drafts of the same story and making corrections through peer conferences, teacher conferences, and using other resources. Assessment: Final Written Product</p> | <p>Chart Paper, Markers, Correction Tape.</p> <p>Schaffer Method Paper, pencils, resource materials.</p> |

* Assessment: Teacher Observation based on Teachers’ Criteria

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| Nine Weeks | Strand/Standard/Benchmark | Performance Standard | Concepts/ Skills | Suggested Student Activities/Assessments | Resources/Materials |
|------------------------------|--|---|---|--|---|
| 4th 9 week | <p>Strand: Literature and Media</p> <p>Content Strand III: Students will use literature and media to develop an understanding of people, societies, and self.</p> <p>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p> | <p>1. Increase vocabulary and understand expressions found in appropriate literary works. (R, M)</p> <p>2. Identify the characters and simple story lines from selected myths and stories from around the world. (R, M)</p> <p>3. Describe events about other nations and/or cultures (e.g., writing, drama, constructions, drawing). (I)</p> | <ul style="list-style-type: none"> - Discussions - Genres - Listening - Various Texts (Cultures) - Story Elements - Identify - Develop Awareness of other cultures/nations | <p>Compare and Contrast two folktales: <i>Borreguita and the Coyote</i> by Verna Aardema and <i>The Tale of Rabbit and Coyote</i> by Tony Johnston by reading and studying the stories and filling in a Venn-Diagram. Assessment: Venn-Diagram</p> <p>Orally summarize key points on Native American History by reading and studying a variety of Literature on Native American culture. Assessment: List created by teacher and students.</p> | <p>http://shopgpn.com/stores/1/guides/rr/comparing_folktales.pdf</p> <p>http://shopgpn.com/stores/1/guides/rr/Native%20American%20History.pdf</p> |

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|------------------------------|--|---|--|---|---|
| 4th 9 Week | K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function. | 1. Identify elements of plot and setting in a story. (R, M) 2. Demonstrate understanding (e.g., act out, draw, write, talk). of sequence and characterization in a story. (R, M) | <ul style="list-style-type: none"> - Identify - Story Elements - Plot/Character - Sequence of Events - Comprehension - Summarize - Main Idea - Inferences - Interacting, Discussions, Listening | From a read aloud, students will create a Flip Book to illustrate the characters, and setting of a story, they will share their flip book in a small group. Assessment: Flip Book Readers Theater on a myth, fairy tale, fable, and other genres studied previously. * Identify story elements by creating a story plot with the teacher. Assessment: Class Story Plot. | Paper, markers, crayons, scissors, glue sticks, and selected read aloud. Copy of book/play, props. Chart Paper, Markers, Stories. |

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