

Portales Municipal Schools
CURRICULUM MAP

Subject:	Language Arts	2010-2011	Grade Level:	First Grade
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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 -Author's Purpose 	<p>Identify similarities and differences in text by using a graphic organizer to compare Characters. Assessment: Graphic Organizer</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>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.</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/~evoun/g/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>

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* 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>Oral vocabulary routines Day 3 (CORE)</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 poetry.</p> <p>Variety of texts, Vocabulary Routine Cards. Visual Vocabulary Resource book (from CORE)</p> <p>Stories from anthologies, read alouds, big books, and other texts. Retelling story cards (from CORE)</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 (from previous CORE)</p> <p>Card 5 Template for Phoneme Blending Instruction (from previous CORE) Phonemic Awareness activities from CORE</p> <p>http://www.mrsperkins.com/dolch.htm</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. * Reader's Theatre Time magazine(see CORE materials) Fluency passages (see CORE materials) Sight word phrase flash cards	Various Texts Leveled Readers Interactive Read-Aloud Anthologies and Plays (from CORE) Reader's Theatre Plays http://www.teachingheart.net/readers-theater.htm http://www.mandygregory.com/readers_theater.htm http://www.mrsperkins.com/phrases.html

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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>Daily shared and independent writing tasks from CORE stories using Shafer method</p> <p>Acquire New Vocabulary by participating in whole group discussions. *</p>	<p>Student Journal, Weekend News, and Author's Chair.</p> <p>See CORE materials and Shafer materials</p> <p>Routine Cards (from previous CORE) Oral Vocabulary Cards (from CORE) Robust vocabulary activities from CORE.</p> <p>Retelling cards from CORE.</p>

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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) 9. Self-monitor composition by using re-reading and peer conferences	- 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 Self and peer monitoring of written work.	Generate predictions orally during a Big Book Introduction. * Comprehension activities on Day 3 of CORE Manipulate, make, and link known to unknown words through making words activities 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 Share written work with a peer to check/edit written products.	Big Book, and butcher paper. Big Book is wrapped. See CORE materials See unit story folders Chart Paper, Markers, Correcting Tape. Fountas and Pinnell <i>Interactive Writing</i> <i>Daily Language Review</i> Grade 1 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. 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>Introduce students to a variety of literature from different cultures.</p>	<p>Chart Paper, Markers, Correction Tape. (See core units)</p> <p>http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf Scroll to Page 15 Single Character Map</p> <p>Interactive Read-Aloud Anthologies and Plays. Time for KIDS. Scholastic News.</p> <p>http://www.americanfolklore.net/bedtimestories.html</p> <p>http://multiculturalchildrenslit.com/</p>

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Essential Questions: *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?*

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>	<p>1. Listen to and retell short stories. (R) (M)</p> <p>2. Recognize repetition and predict repeated phrases. (R) (M)</p> <p>3. Respond and elaborate in answering Who, What, When Where, and How questions. (R)</p> <p>4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts. (I)</p> <p>5. Self-monitor comprehension by using questions, retelling and summarizing. (I, R)</p> <p>7. Increase vocabulary through reading, listening, and interacting. (R)</p>	<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 - Book titles 	<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>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.</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 -Soft “c” and “g” - 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 (from previous CORE) Phonemic Awareness activities from CORE</p> <p>Card 5 Template for Phoneme Blending Instruction (from previous CORE)</p> <p>Phonemic Awareness activities from CORE</p> <p><i>Making Words</i> By Fountas and Pinnell – See unit folders</p> <p>http://www.mrsperkins.com/dolch.htm</p> <p>http://www.lessonplanspage.com/LAContractionsWithLondonBridgeAndBalloon2.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. * 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 Robust Vocabulary activities (from CORE) Oral Vocabulary Cards Template Card 3 Sight word phrase cards and lists. Find and practice familiar and unfamiliar sight words in context. http://www.mrsperkins.com/dolch.htm

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
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>Publish and share finished written work with others.</p>	<p>Student Journal, Weekend News, and Author's Chair. Routine Cards</p> <p>Core Anthology writing suggestions. See daily writing prompts/activities in CORE.</p> <p>http://www.teachersfirst.com/lessons/writers/writer-1.html#share</p> <p>http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm</p>

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2nd 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,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: - first word in a sentence - proper names - period to end declarative sentence question mark to end interrogative sentence. (I,R)	- Inferences - Predictions - Interactive/Shared Writing - Context Clues - Word Order - Background Knowledge - Phonics/Decoding - Short a, i, u, o, e - Long a_e - Blends: ph tch, ch, wh, -Silent letters kn, gn, wr - 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) -Plural and Irregular Nouns - Write a complete sentence using proper mechanics - Questions and Exclamations	Oral language activities. Building robust vocabulary * 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 Engage actively in using blends through an interactive website. * Review Daily Oral Language (DOL) on Grammar usage and skills by making correction on words and sentences. Assessment: DOL Half Sheet Blend words by sorting words into nonsense words and real words. Draw-A-Card Word Game. Assessment: Words written on sheet Grammar Practice	See CORE materials Day 3 See Unit Folders Chart Paper, Markers, Correcting Tape. http://starfall.com/n/level-a/learn-to-read/load.htm?f <i>Daily Language Review Grade1</i> Publisher: Evan-Moor http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part4.pdf Scroll down to page 18 of 202 Draw-A-Card Word Game Grammar Practice Book (from CORE)

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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://idiomsbykids.com/</p> <p>Photo Cards (from CORE)</p> <p>Folk Tales, Fairy Tales, Myths (Aesop). Must be read prior to playing the game.</p>

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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 	Use graphic organizers to illustrate characters, and setting of a story. Readers Theater on a myth, fairy tale, fable studied previously. *	http://www.eduplace.com/kids/hme/k_5/graphorg/ http://www.mandygregory.com/readers_theater.htm http://www.teachingheart.net/readerstheater.htm

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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. Assessment: Tell actions of a story from details of pictures.</p> <p>Build Vocabulary by reading and studying the book "Down By the Bay" (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/osaic/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://www.educationoasis.com/curriculum/GO/cause_effect.htm</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=301</p>

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Essential Questions:					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd 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). (R)</p> <p>1. Associate target words with prior knowledge and explore an author’s choice of words. (R)</p> <p>2. Predict and explain what will happen next in a story. (R)</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). (R)</p> <p>4. Describe differences and similarities between different stories (i.e., characters, plot, setting). (R)</p>	<p>- Genre</p> <p>- Inferences</p> <p>- Genre</p> <p>- Compare and Contrast</p> <p>- Story Elements</p> <p>- Draw Conclusions</p> <p>- Predictions</p> <p>- Diagrams</p> <p>- Vocabulary Words</p> <p>- Plot/Character</p>	<p>Continue with poetry journal (cut, paste, illustrate, read independently then to a partner). Assessment: On-Going Journal</p> <p>Identify the Genre Fantasy by using parts of a book to locate information from a book *</p> <p>Predict, sequence, and identify cause and effect by listening to a story. Assessment: Completion of the If – Then written assignment.</p>	<p>Poems in anthologies and other theme related poems.</p> <p>Public Library.</p> <p>Internet searches</p> <p>Graphic Organizers</p> <p>http://www.eduplace.com/kids/hme/k_5/graphorg/</p> <p>Venn Diagram</p> <p>http://www.bing.com/image/s/search?q=venn+diagrams+for+kids&FORM=IGRE&qvt=venn+diagrams+for+kids#</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	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 (from previous CORE)</p> <p>Card 5 Template for Phoneme Blending Instruction(from previous CORE)</p> <p>Phonemic Awareness activities from CORE</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). Increase speaking skills through classroom discussion.	Various Texts Leveled Readers http://www.eslflow.com/speakingandcommunicativeicebreakeractivities.html

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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>Students discuss and formulate definitions for new vocabulary through a vocabulary quilt</p>	<p>Student Journal, Weekend News, and Author's Chair.</p> <p>Vocabulary Routine Cards (from previous CORE) Oral Vocabulary Cards Photo Cards</p> <p>Vocabulary Quilt http://teachershare.scholastic.com/resources/10625</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.	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: - first word in a sentence - proper names - period to end declarative sentence Question mark to end interrogative sentence. (R, M)	- 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	Practice/Correct Writing by conferences with peers and teacher. (Schaffer Method) Assessment: See Schaffer Pacing Guide. Students gain knowledge of unfamiliar words by engaging in conversation with the teacher and peers. * Create a story by engaging in interactive writing with the teacher. (Emergent/Conventional Spelling, Letter Formation, Capitalization/Punctuation, and Complete Sentences). Assessment: Written Product Grammar practice Create a poem using nouns, adjectives, and verbs with ending –ing individually or as a whole group. Assessment: Written Poem Review Daily Oral Language (DOL) on Grammar usage and skills by making correction on words and sentences. Assessment: DOL Half Sheet	Journal, Weekend News, Field Trip Adventures. Knee to knee, talk to your partner, build a bridge. Chart Paper, Markers, Correcting Tape. http://www.mrsmcgowan.com/projects/butterflies/index.html#z See CORE materials <i>Daily Language Review Grade1</i> Publisher: Evan-Moor

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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 foldable to illustrate the characters, and setting of a story, they will share their foldable in a small group. Assessment: Foldable 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.	Dinah Zike's Foldables See CORE materials 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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Essential Questions					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th 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). (R, M)</p> <p>1. Associate target words with prior knowledge and explore an author's choice of words. (R, M)</p> <p>2. Predict and explain what will happen next in a story. (R, M)</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). (R, M)</p> <p>4. Describe differences and similarities between different stories (i.e., characters, plot, setting). (R, M)</p>	<p>- Genre - Reference Sources and Library</p> <p>- Inferences - Genre - Compare and Contrast - Story Elements - Draw Conclusions - Predictions - Diagrams - Vocabulary Words - Plot/Character - Reference Sources and Library</p>	<p>Continue with poetry journal (cut, paste, illustrate, read independently then to a partner). Assessment: On-Going Journal</p> <p>Use an encyclopedia to research an animal, write facts found about the animal, and share with classmates. Assessment: Written Product, Presentation</p> <p>Use a phone book to locate numbers and address and write a letter to that person/place. Assessment: Written Product</p>	<p>Poems in anthologies and other theme related poems</p> <p>Encyclopedias, paper, pencils.</p> <p>Phone books, paper, pencils, envelopes, stamps.</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 (from previous CORE)</p> <p>Card 5 Template for Phoneme Blending Instruction(from previous CORE)</p> <p>Phonemic awareness activities from CORE</p> <p>http://www.mrsperkins.com/dolch.htm</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 See CORE materials

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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 -Classify and Categorize 	<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 “<i>The Little Red Hen</i>” by imagining a day in the life of the little red hen and writing about what they have imagined. Assessment: Written Product</p>	<p>Student Journal, Weekend News, and Author’s Chair.</p> <p>http://www.kinderplans.com/content.cfm?pageid=358</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 Grammar practice Daily writing activities	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 See CORE materials

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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, adverbs - 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> <p>http://www.teachersfirst.com/lessons/writers/writer-1.html#share</p> <p>http://www.jmeacham.com/writers.workshop/writing_mn.lessons.htm</p>

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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 Latin American history by reading and studying a variety of Literature on Latin American culture. Example: Cesar Chavez in our CORE. Assessment: List created by teacher and students.</p>	<p>Venn Diagram</p> <p>http://www.bing.com/images/search?q=venn+diagrams+for+kids&FORM=IGRE&qpy=venn+diagrams+for+kids#</p> <p>http://wvde.state.wv.us/strategybank/GraphicOrganizersforSummarization.html</p> <p>http://www.teachkind.org/feats/cesarChavez/elementary.html</p>

Portales Municipal Schools
CURRICULUM MAP

Subject:	Language Arts	2010-2011	Grade Level:	First Grade
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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 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 foldable to illustrate the characters, and setting of a story, they will share their foldable in a small group. Assessment: Foldable 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. Dinah Zike's Foldable See CORE materials http://www.teachingheart.net/readerstheater.htm Interactive Read-Aloud Anthology