

Objective: 1.1.A Identify the purposes and types of text (literature, information) before reading.			
1.1.K.A	1.1.1.A	1.1.2.A	1.1.3A
<p>The learner will be able to</p> <p>Develop an understanding of concepts of print, author's purpose and type of text.</p> <ul style="list-style-type: none"> • Use illustrations and print to gain meaning. • Demonstrate left to right page sequence. • Demonstrate top to bottom page orientation. • Identify and preview the cover of a book. • Recognize common signs, logos, labels, and classroom print. • Demonstrate that text is read from left to right and top to bottom. • Demonstrate return sweep. • Demonstrate one-to-one correspondence. • Distinguish a letter from a word. • Discriminate words from spaces. • Discriminate uppercase and lowercase letters. • Differentiate first and last letter in a word and first and last word in a sentence. • Locate punctuation, 	<p>The learner will be able to</p> <p>Establish book/print knowledge, purpose and conventions.</p> <ul style="list-style-type: none"> • Use illustrations and print to gain meaning. • Demonstrate left to right page sequence. • Demonstrate top to bottom page orientation. • Identify and preview the cover of a book. • Recognize common signs, logos, labels, and classroom print. • Demonstrate that text is read from left to right and top to bottom. • Demonstrate return sweep. • Demonstrate one-to-one correspondence. • Distinguish a letter from a word. • Differentiate letters and spaces. • Discriminate uppercase and lowercase letters. • Differentiate first and last letter in a word and first and last word in a sentence. • Locate punctuation, including periods, question marks, exclamation points, commas, and quotation 	<p>The learner will be able to</p> <p>Identify the purposes and types of text (literature, information) before reading. The learner will be able to</p> <p>Use illustrations and print to gain meaning.</p> <ul style="list-style-type: none"> • Preview the cover of a book. • Locate punctuation, including periods, question marks, exclamation points, commas, and quotation marks. • Identify genre of text (narrative, informational, persuasive). • Predict author's purpose by previewing text. (entertain/inform). 	<p>The learner will be able to</p> <p>Identify the purposes and types of text (literature, information) before reading.</p> <ul style="list-style-type: none"> • Use illustrations and print to gain meaning. • Preview the book. • Identify genre of text (narrative, informational, persuasive, drama, poetry). • Predict author's purpose by previewing text (entertain, inform, persuade).

<p>including periods, question marks, exclamation points, commas, and quotation marks.</p> <ul style="list-style-type: none"> • Hold a book correctly. • Recognize the front and back of a book. • Distinguish print from a picture. • Develop an awareness of author’s purpose (entertain, inform, persuade). • Develop an awareness of various types of text (fiction, nonfiction, poetry). 	<p>marks.</p> <ul style="list-style-type: none"> • Distinguish fiction from nonfiction. 		
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Objective 1.1.B Preview the text formats (title, headings, chapters and table of contents).

1.1.K.B	1.1.1.B	1.1.2.B	1.1.3.B
<p>The learner will be able to</p> <p>Preview the text formats (title, headings, chapters and table of contents).</p> <ul style="list-style-type: none"> • Identify the title, title page, author and illustrator. 	<p>The learner will be able to</p> <p>Preview the text formats (title, headings, chapters and table of contents).</p> <ul style="list-style-type: none"> • Identify the title, title page, author and illustrator. • Discriminate headings and chapters. • Locate a table of contents, glossary etc. 	<p>The learner will be able to</p> <p>Preview the text formats (title, headings, chapters and table of contents).</p> <ul style="list-style-type: none"> • Identify the title, title page, author and illustrator. • Identify headings, chapters, table of contents, glossary and index. 	<p>The learner will be able to</p> <p>Preview the text formats (title, headings, chapters and table of contents).</p> <ul style="list-style-type: none"> • Identify the title, title page, author, illustrator, and structure / layout (poem, drama, play). • Identify headings, chapters, table of contents, glossary, index, graphics, and charts.

Objective 1.1.C Use knowledge of phonics, word analysis (root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.

1.1.K.C	1.1.1.C	1.1.2.C	1.1.3.C
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<p>The learner will be able to</p> <p>Use knowledge of phonological awareness, phonics, word analysis (root words, prefixes and suffixes), picture and context clues to decode and understand new words during reading.</p> <ul style="list-style-type: none"> • Develop an understanding of phonological awareness: <ul style="list-style-type: none"> ○ Discriminate differences/similarities in environmental sounds. ○ Discriminate differences/similarities in speech sounds. ○ Segment & blend sentences. ○ Segment & blend syllables. ○ Segment & blend onset rime. ○ Recognize & produce rhyming words. ○ Recognize & produce alliteration. ○ Identify initial phoneme. ○ Identify final phoneme. ○ Categorize beginning phonemes. ○ Categorize ending phonemes. ○ Blend phonemes. ○ Phoneme segmentation. ○ Phoneme deletion. 	<p>The learner will be able to</p> <p>Use knowledge of phonics, word analysis (root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p> <ul style="list-style-type: none"> • Demonstrate word awareness. • Identify the number of syllables in a word. • Identify initial, final and medial sounds in a word. • Recognize and produce rhyme and alliteration. • Segment words into phonemes. • Blend phonemes into words. • Demonstrate knowledge of letters and sounds. • Demonstrate knowledge of the following phonics concepts: <ul style="list-style-type: none"> ○ VC & CVC ○ CVCC & CCVC ○ Silent e ○ R Controlled ○ Consonant Digraphs ○ Vowel Digraphs ○ Prefixes & Suffixes ○ Multisyllabic Words • Decode words. • Encode words. 	<p>The learner will be able to</p> <p>Use knowledge of phonics, word analysis (root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p> <ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> ▪ Produce the sounds that correspond to frequently used vowel diphthongs ▪ Use knowledge of advanced phonic elements to recognize words including digraphs, diphthongs, special vowel spellings, and word endings. ▪ Read compound words, contractions, possessives, and words with inflectional endings. • Word Analysis <ul style="list-style-type: none"> • Identify and use prefixes, suffixes and root words. • Syllabication: <ul style="list-style-type: none"> • Read multisyllabic words using syllabication and word structure • Picture and Context Clues <ul style="list-style-type: none"> • Use word context (semantics) and order in 	<p>The learner will be able to</p> <p>Use knowledge of phonics, word analysis (root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the following phonics concepts: <ul style="list-style-type: none"> * Use knowledge of advanced phonic elements. * Read and identify compound words, contractions, possessives, and words with inflectional endings. • Demonstrate knowledge of the following word analysis concepts: <ul style="list-style-type: none"> * Identify and use root words, prefixes, and suffixes. * Identify how the meaning of a word changes when an affix is added. • Demonstrate knowledge of the following syllabication concept: <ul style="list-style-type: none"> * Read multisyllabic words using syllabication, word structure, and word recognition. • Demonstrate knowledge of the following picture and context clue concepts: <ul style="list-style-type: none"> * Use word context (semantics) and sentence structure
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<ul style="list-style-type: none"> ○ Phoneme addition. ○ Phoneme substitution. ● Demonstrate knowledge of the following phonics concepts: <ul style="list-style-type: none"> ○ Identification of letters and production of letter sounds ○ Ability to decode and encode words using VC & CVC patterns. ● Identify the following affixes: -s and -ing 		<p>the sentence (syntax) to confirm or correct decoding efforts.</p> <ul style="list-style-type: none"> ● Use illustrations and visual aides to confirm or correct decoding efforts. 	<p>(syntax) to confirm or correct decoding.</p> <p>Use illustrations and visual aids to confirm or correct decoding.</p>
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Objective 1.1.D Read text using self-monitoring comprehension strategies (predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).

1.1.K.D	1.1.1.D	1.1.2.D	1.1.3.D
<p>The learner will be able to</p> <p>Develop an awareness of self-monitoring comprehension strategies.</p> <ul style="list-style-type: none"> ● Make and revise predictions. ● Determine if ideas/details make sense. ● Develop an understanding of the following comprehension strategies: <ul style="list-style-type: none"> ○ Create mental images/visualize. ○ Use background knowledge. ○ Ask questions. 	<p>The learner will be able to</p> <p>Read text using self-monitoring comprehension strategies.</p> <ul style="list-style-type: none"> ● Demonstrate the ability to adjust reading rate using meaning, structure and visual cues. ● Develop an understanding of the following comprehension strategies: <ul style="list-style-type: none"> ○ Create mental images ○ Use background knowledge ○ Ask questions ○ Use fix up strategies ● Develop an awareness of the following comprehension strategies: 	<p>The learner will be able to</p> <p>Read text using self-monitoring comprehension strategies.</p> <ul style="list-style-type: none"> ● Demonstrate the ability to adjust reading rate using meaning, structure and visual cues. ● Develop an understanding of the following comprehension strategies: <ul style="list-style-type: none"> ○ Create mental images ○ Use background knowledge ○ Ask questions ○ Make inferences ○ Determine the most 	<p>The learner will be able to</p> <p>Read text using self-monitoring comprehension strategies (predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate). Apply comprehension strategies including:</p> <ul style="list-style-type: none"> ○ Visualization ○ Prediction ○ Questioning ○ Background knowledge ○ Inferring ○ Determining importance ○ Self-monitoring (fix-up strategies)

	<ul style="list-style-type: none"> ○ Use text and pictures to draw inferences ○ Synthesize text ○ Identify main ideas and themes 	<ul style="list-style-type: none"> ○ important ideas or themes ○ Use fix up strategies ○ Synthesize information ○ Identify main ideas and themes 	
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Objective 1.1.E Acquire a reading vocabulary by identifying and correctly using words (antonyms, synonyms, categories of words). Use a dictionary when appropriate.

1.1.K.E	1.1.1.E	1.1.2.E	1.1.3.E
<p>The learner will be able to</p> <p>Acquire new vocabulary by correctly using words.</p> <ul style="list-style-type: none"> ▪ Identify and use the following types of words in a variety of contexts: <ul style="list-style-type: none"> • High Frequency Words • Content Vocabulary 	<p>The learner will be able to</p> <p>Acquire a reading vocabulary by identifying, reading and correctly using words (antonyms, synonyms, categories of words).</p> <ul style="list-style-type: none"> ▪ Locate words by using environmental print, word walls, a dictionary or glossary when appropriate. ▪ Identify, read and use the following types of words: <ul style="list-style-type: none"> • Heart • Fry • Dolch • High Frequency • Decodable • Content Vocabulary 	<p>The learner will be able to</p> <p>Acquire a reading vocabulary by identifying, reading and correctly using words (antonyms, synonyms, categories of words). Use a dictionary or glossary when appropriate.</p> <p>Identify, read and use the following types of words:</p> <ul style="list-style-type: none"> • Heart • Fry (100 + 200) • Decodable • Content Vocabulary 	<p>The learner will be able to</p> <p>Acquire a reading vocabulary by identifying and correctly using words (antonyms, synonyms, categories of words). Use a dictionary, glossary or thesaurus when appropriate.</p> <ul style="list-style-type: none"> • Identify and read the following types of words: <ul style="list-style-type: none"> ○ Fry (100+200+300) ○ Decodable ○ Content Vocabulary

Objective 1.1.F Understand the meaning of and use correctly new vocabulary learned in various subject areas.

1.1.K.F	1.1.1.F	1.1.2.F	1.1.3.F
<p>The learner will be able to</p> <p>Understand the meaning of and correctly use new vocabulary</p>	<p>The learner will be able to</p> <p>Understand the meaning of and use correctly new vocabulary learned in</p>	<p>The learner will be able to</p> <p>Understand the meaning of and use correctly new vocabulary</p>	<p>The learner will be able to</p> <p>Understand the meaning of and use correctly new vocabulary learned</p>

<p>learned in various subject areas.</p> <ul style="list-style-type: none"> • Read and understand content vocabulary 	<p>various subject areas.</p> <ul style="list-style-type: none"> ▪ Develop the ability to recognize unknown words when reading. ▪ Create meaningful links to establish new vocabulary. ▪ Demonstrate an increased understanding by comprehending and using new vocabulary. 	<p>learned in various subject areas.</p> <ul style="list-style-type: none"> ▪ Continue to develop the ability to recognize unknown words when reading. ▪ Create meaningful links to acquire new vocabulary. ▪ Demonstrate an increased understanding by comprehending and using new vocabulary. 	<p>in various subject areas.</p> <ul style="list-style-type: none"> ▪ Use prior word knowledge such as prefixes, roots, and suffixes to determine the meaning of a word. ▪ Use a variety of context clues to determine the meaning of a word. ▪ Understand the meaning of new vocabulary through the use of synonyms, antonyms, and multiple meaning words.
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Objective 1.1.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

<p>1.1.K.G</p>	<p>1.1.1.G</p>	<p>1.1.2.G</p>	<p>1.1.3.G</p>
<p>The learner will be able to</p> <p>Demonstrate an understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell fiction using story elements. • Retell non fiction using main ideas. 	<p>The learner will be able to</p> <p>Demonstrate understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell a fiction text using story elements. • Identify the major ideas presented in a nonfiction text. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. • Develop the ability to locate and cite evidence from the text. 	<p>The learner will be able to</p> <p>Demonstrate understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Define the following story elements: character, setting, conflict/problem, action/event/cause/effect, sequence of events and solution. • Retell fiction using the appropriate story elements. • Identify the major ideas presented in nonfiction. • Connect new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. 	<p>The learner will be able to</p> <p>Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text • Connect the new information or ideas in the text to known information • Clarify ideas and understandings through rereading and discussion <p>Make responsible assertions about the text by citing evidence from the text</p>

		<ul style="list-style-type: none"> • Demonstrate the ability to compare and contrast. • Demonstrate the ability to locate and cite evidence from the text. 	
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Objective 1.1.H Demonstrate fluency and comprehension in reading.

1.1.K.H	1.1.1.H	1.1.2.H	1.1.3.H
<p>The learner will be able to</p> <p>Read emergently with adequate fluency.</p> <ul style="list-style-type: none"> ▪ Demonstrate letter/sound fluency. ▪ Demonstrate word fluency. 	<p>The learner will be able to</p> <p>Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> ▪ Read familiar materials aloud with accuracy, prosody and automaticity. ▪ Self-correct mistakes. ▪ Use appropriate reading rate. (Approximately 40 words per minute by the end of the year) ▪ Read a variety of genres and types of text. ▪ Demonstrate comprehension (Standard 1.1.3.G.). 	<p>The learner will be able to</p> <p>Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> ▪ Read familiar materials aloud with accuracy, prosody and automaticity. ▪ Self-correct mistakes. ▪ Use appropriate reading rate. (Approximately 90 words per minute by the end of the year) ▪ Read a variety of genres and types of text. ▪ Demonstrate comprehension (Standard 1.1.3.G.). 	<p>The learner will be able to</p> <p>Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> ▪ Read familiar materials aloud with accuracy. • Read familiar materials aloud with accuracy, prosody and automaticity. • Use appropriate reading rate. (Approximately 110 words per minute by the end of the year) ▪ Self-correct mistakes. ▪ Use appropriate rhythm, flow, meter and pronunciation. ▪ Read a variety of genres and types of text. <p>Demonstrate comprehension (Standard 1.1.3.G.).</p>

Standard: 1.2 Reading Critically in All Content Areas

Objective 1.2.A Read and understand essential content of informational texts and documents in all academic areas.

1.2.K.A	1.2.1.A	1.2.2.A	1.2.3.A
The learner will be able to	The learner will be able to	The learner will be able to	The learner will be able to

<p>Determine important ideas and messages in informational texts.</p> <ul style="list-style-type: none"> • Retell important facts from text. • Identify the main idea/message of the text. • Identify purposes of text. • Connect text events and information to real life experiences and prior knowledge. • Distinguish between different forms of texts and the functions they serve. • Distinguish fiction from nonfiction. • Understand that informational text is another word for nonfiction. • Identify features of informational texts 	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Distinguish different forms of text and understand their function. • Distinguish between essential and nonessential information within a text. • Recognize the characteristics of various types of texts <ul style="list-style-type: none"> ○ Fact/opinion ○ Fiction/nonfiction • Develop the ability to make inferences and draw conclusions based on text. 	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Distinguish different forms of text and understand their function. • Distinguish between essential and nonessential information within a text. • Define fact and opinion. • Differentiate fact from opinion within text. • Demonstrate the ability to make inferences and draw conclusions based on text. • Develop the ability to analyze text organization and content to derive meaning from text. 	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information within a text. • Make inferences from text when studying a topic (science, social studies) and draw conclusions based on text. • Analyze text organization and content to derive meaning from text using established criteria.
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1.2.B Use and understand a variety of media and evaluate the quality of material produced.

1.2.K.B	1.2.1.B	1.2.2.B	1.2.3.B
<p>The learner will be able to</p> <p>Develop an awareness of a variety of media.</p>	<p>The learner will be able to</p> <p>Develop an awareness of a variety of media.</p> <ul style="list-style-type: none"> • Use electronic media. • Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. • Assess the quality of media project (script, play, 	<p>The learner will be able to</p> <p>Use and understand of a variety of media. The learner will be able to</p>	<p>The learner will be able to</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Use electronic media for research. • Identify techniques used in television and use the knowledge to distinguish between facts and

	audiotape) that has been developed for a targeted audience.		<p>misleading information.</p> <ul style="list-style-type: none"> Assess the quality of media project (script, play, audiotape) that has been developed for a targeted audience.
Objective 1.2.C Produce work in at least one literary genre that follows the conventions of the genre.			
1.2.K.C	1.2.1.C	1.2.2.C	1.2.3.C
The learner will be able to Identify features of various types of texts and use them to make meaning.	The learner will be able to Produce work in at least one literary genre that follows the conventions of the genre.	The learner will be able to Understand and discriminate the characteristics of various genre. (poetry, short story, folk tale, fairy tale, fables, plays, essay etc.)	The learner will be able to Produce work in at least one literary genre that follows the conventions of the genre.
Standard: 1.3 Reading, Analyzing and Interpreting Literature			
Objective 1.3.A Read and understand works of literature.			
1.3.K.A	1.3.1.A	1.3.2.A	1.3.3.A
The learner will be able to Read and understand works of literature. <ul style="list-style-type: none"> Understand and respond to a variety of literary selections that are read, listened to or viewed. Monitor comprehension while viewing listening to and reading literary selections. 	The learner will be able to Read and understand works of literature. <ul style="list-style-type: none"> Understand and respond to a variety of literary selections that are read, listened to or viewed. Monitor comprehension while viewing listening to and reading literary selections. 	The learner will be able to Read and understand works of literature. <ul style="list-style-type: none"> Understand and respond to a variety of literary selections. Self-monitor comprehension while listening to and reading literary selections. 	The learner will be able to Read and understand works of literature. <ul style="list-style-type: none"> Understand and respond to a variety of literary selections. Self-monitor comprehension while listening to and reading literary selections. Identify author's purpose (place in eligible content)
Objective 1.3.B Identify literary elements in stories describing characters, setting and plot (events/actions).			
1.3.K.B	1.3.1.B	1.3.2.B	1.3.3.B
The learner will be able to	The learner will be able to	The learner will be able to	The learner will be able to

<p>Develop an awareness of literary elements in stories describing characters, setting and plot.</p> <ul style="list-style-type: none"> Identify and describe main characters. Describe setting. Explain the plot using the following: <ul style="list-style-type: none"> Beginning, middle, end Problem/solution 	<p>Identify literary elements in stories describing characters, setting and plot.</p> <ul style="list-style-type: none"> Identify and describe main characters. Describe setting. Explain the plot using the following: <ul style="list-style-type: none"> Beginning, middle, end Problem/solution 	<p>Identify literary elements in stories describing characters, setting and plot (events/actions).</p>	<p>Identify literary elements in stories describing characters, setting and plot (events/actions).</p>
<p>Objective 1.3.C Identify literary devices in stories (rhyme, rhythm, personification).</p>			
<p>1.3.K.C</p>	<p>1.3.1.C</p>	<p>1.3.2.C</p>	<p>1.3.3.C</p>
<p>The learner will be able to</p> <p>Read and understand works of literature.</p> <p>Develop an awareness of literary devices in stories (rhyme, rhythm, personification).</p> <ul style="list-style-type: none"> Rhyme Rhythm Alliteration Repetition Exaggeration/Hyperbole Onomatopoeia 	<p>The learner will be able to</p> <p>Identify the use of literary devices in stories (rhyme, rhythm, personification).</p> <ul style="list-style-type: none"> Rhyme Rhythm Alliteration Repetition Onomatopoeia Exaggeration/Hyperbole 	<p>The learner will be able to</p> <p>Identify the use of literary devices in stories.</p> <ul style="list-style-type: none"> Rhyme Rhythm Alliteration Repetition Onomatopoeia Personification Simile Metaphor Hyperbole/Exaggeration 	<p>The learner will be able to</p> <p>Identify literary devices in stories (rhyme, rhythm, personification).</p> <ul style="list-style-type: none"> Rhyme Rhythm Alliteration Repetition Onomatopoeia Personification Simile Metaphor Hyperbole/Exaggeration
<p>Objective 1.3.D Identify the structures in poetry (pattern books, predictable books, nursery rhymes).</p>			
<p>1.3.K.D</p>	<p>1.3.1.D</p>	<p>1.3.2.D</p>	<p>1.3.3.E</p>
<p>The learner will be able to</p> <p>Develop an awareness of pattern books, predictable books, nursery</p>	<p>The learner will be able to</p> <p>Differentiate among pattern books, predictable books, nursery rhymes</p>	<p>The learner will be able to</p> <p>Identify the structures in poetry (pattern books, predictable books,</p>	<p>The learner will be able to</p> <p>Identify the structures in poetry (pattern books, predictable books,</p>

rhymes and lyrics.	and lyrics.	nursery rhymes and lyrics).	nursery rhymes).
Objective 1.3.E Identify the structures in drama (dialogue, story enactment, acts, scenes).			
1.3.K.E	1.3.1.E	1.3.2.E	1.3.3.E
The learner will be able to Develop an awareness of the structures in drama.	The learner will be able to Identify the structures in drama <ul style="list-style-type: none"> Identify dialogue, acts and scenes. 	The learner will be able to Identify the structures in drama (dialogue, story enactment, acts, scenes).	The learner will be able to Identify the structures in drama (dialogue, story enactment, acts, scenes).
Objective 1.3.F Read and respond to nonfiction and fiction including poetry and drama.			
1.3.K.F	1.3.1.F	1.3.2.F	1.3.3.F
The learner will be able to Listen to, read and respond to nonfiction and fiction including poetry and drama.	The learner will be able to Read, listen to and respond to nonfiction and fiction including poetry and drama. <ul style="list-style-type: none"> Make connections to text using: <ul style="list-style-type: none"> Text to text connections. Text to self connections. Text to world connections. 	The learner will be able to Read and respond to nonfiction and fiction including poetry and drama. <ul style="list-style-type: none"> Compare contrast by making connections to text using: <ul style="list-style-type: none"> Text to text connections. Text to self connections. Text to world connections. 	The learner will be able to Read and respond to nonfiction and fiction including poetry and drama.
Standard: 1.4 Types of Writing			
Objective: 1.4.A Write narrative pieces (stories, poems, plays).			
1.4.K.A	1.4.1.A	1.4.2.A	1.4.3.A
The learner will be able to Write simple narrative pieces (stories). <ul style="list-style-type: none"> Describe the role of people, places and things in a story. 	The learner will be able to Write narrative pieces (stories and poems). <ul style="list-style-type: none"> Include detailed descriptions of people, places and things. 	The learner will be able to Write narrative pieces (stories, poems, plays). <ul style="list-style-type: none"> Include detailed descriptions of people, places and things. 	The learner will be able to Write narrative pieces (stories, poems, plays). <ul style="list-style-type: none"> Include detailed descriptions of people, places and things.

<ul style="list-style-type: none"> • Include simple plot when sharing information. • Identify and use illustrations that depict story content 	<ul style="list-style-type: none"> • Use relevant illustrations. • Include literary elements (Standard 1.3.3.B.). <ul style="list-style-type: none"> ○ Include simple plot. ○ Use a logical sequence. 	<ul style="list-style-type: none"> • Use relevant illustrations. • Include literary elements (Standard 1.3.3.B.). <ul style="list-style-type: none"> ○ Include simple plot (event/actions) ○ Use a logical sequence. ○ Figurative language ○ Precise word choice ○ Dialogue (when appropriate) 	<ul style="list-style-type: none"> • Use relevant illustrations. <p>Include literary elements (Standard 1.3.3.B.).</p>
Objective 1.4.B Write informational pieces (descriptions, letters, reports, instruction) using illustrations when relevant.			
1.4.K.B	1.4.1.B	1.4.2.B	1.4.3.B
<p>The learner will be able to</p> <p>Draw or write informational sentences (letters, descriptions, definitions, collections of facts or simple instructions) using illustrations when relevant.</p>	<p>The learner will be able to</p> <p>Write informational pieces (descriptions, letters, reports, instructions) using illustrations when relevant.</p>	<p>The learner will be able to</p> <p>Write informational pieces (descriptions, letters, reports, instructions) using illustrations when relevant.</p>	<p>The learner will be able to</p> <p>Write informational pieces (descriptions, letters, reports, instruction) using illustrations when relevant.</p>
Objective 1.4.C Write an opinion and support it with facts.			
1.4.K.C	1.4.1.C	1.4.2.C	1.4.3.C
<p>The learner will be able to</p> <p>Differentiate between fact and opinion.</p> <ul style="list-style-type: none"> • State facts and opinions 	<p>The learner will be able to</p> <p>Differentiate between fact and opinion.</p> <ul style="list-style-type: none"> • Write an opinion with supporting details. 	<p>The learner will be able to</p> <p>Write an opinion with supporting details.</p>	<p>The learner will be able to</p> <p>Write an opinion and support it with facts.</p>
Standard: 1.5 Quality of Writing			
Objective 1.5.A Write with a sharp, distinct focus identifying topic, task and audience.			
1.5.K.A	1.5.1.A	1.5.2.A	1.5.3.A

<p>The learner will be able to</p> <p>Create a focus for a piece of writing.</p>	<p>The learner will be able to</p> <p>Create a focus for a piece of writing.</p> <ul style="list-style-type: none"> • Determine topic • Identify purpose for writing • Identify audience 	<p>The learner will be able to</p> <p>Create a focus for a piece of writing.</p> <ul style="list-style-type: none"> • Determine topic • Identify purpose for writing • Identify audience 	<p>The learner will be able to</p> <p>Write with a sharp, distinct focus identifying topic, task and audience.</p>
<p>Objective 1.5.B Write using well-developed content appropriate for the topic.</p>			
<p>1.5.K.B</p>	<p>1.5.1.B</p>	<p>1.5.2.B</p>	<p>1.5.3.B</p>
<p>The learner will be able to</p> <p>Write using appropriate content for the topic.</p> <ul style="list-style-type: none"> • Use a variety of pictures or words to express a thought. 	<p>The learner will be able to</p> <p>Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize and incorporate relevant information. • Organize words to express a complete thought. • Write a series of related sentences with a central idea. 	<p>The learner will be able to</p> <p>Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize and incorporate relevant information. • Organize words to express a complete thought. • Write a topic sentence. • Write a series of supporting sentences. 	<p>The learner will be able to</p> <p>Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic.
<p>Objective 1.5.C Write with controlled and/or subtle organization.</p>			
<p>1.5.K.C</p>	<p>1.5.1.C</p>	<p>1.5.2.C</p>	<p>1.5.3.C</p>
<p>The learner will be able to</p> <p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Organize words into a complete thought. • Write a series of related sentences with a central idea. 	<p>The learner will be able to</p> <p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order using sequencing words. • Include a recognizable beginning, middle and end. 	<p>The learner will be able to</p> <p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order using transitional and/or sequencing words. • Include a recognizable beginning, middle and end. 	<p>The learner will be able to</p> <p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order. • Include a recognizable beginning, middle and end.

Objective 1.5.D Write with an awareness of the stylistic aspects of composition			
1.5.K.D	1.5.1.D	1.5.2.D	1.5.3.D
The learner will be able to Develop an awareness of the stylistic aspects of composition.	The learner will be able to Write with an awareness of the stylistic aspects of composition <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. 	The learner will be able to Write with an awareness of the stylistic aspects of composition <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. 	The learner will be able to Write with an awareness of the stylistic aspects of composition <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs.
Objective 1.5.E Revise writing to improve detail and order by identifying missing information and determine whether ideas follow logically.			
1.5.K.E	1.5.1.E	1.5.2.E	1.5.3.E
The learner will be able to Revise writing or illustrations to sequence events and add detail. <ul style="list-style-type: none"> • Reread sentences or story to oneself, classmate, and/or an adult. 	The learner will be able to Revise writing to add details and sequence events.	The learner will be able to Revise writing to improve detail and order by identifying missing information and determine whether ideas follow logically.	The learner will be able to Revise writing to improve detail and order by identifying missing information and determine whether ideas follow logically.
Objective 1.5.F Edit writing using the conventions of language.			
1.5.K.F	1.5.1.F	1.5.2.F	1.5.3.F
The learner will be able to Edit writing using the conventions of language. <ul style="list-style-type: none"> • Use spaces between words. • Write left to right and top to bottom. • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). 	The learner will be able to Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, 	The learner will be able to Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, 	The learner will be able to Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.

<ul style="list-style-type: none"> • Punctuate correctly (periods, exclamation points, and question marks). • Use nouns, verbs, and conjunctions properly. • Use complete sentences. 	<p>adjectives, adverbs and conjunctions properly.</p> <ul style="list-style-type: none"> • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 	<p>verbs, adjectives, adverbs and conjunctions properly.</p> <ul style="list-style-type: none"> • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 	<ul style="list-style-type: none"> • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).
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Objective 1.5.G Present and/or defend written work for publication when appropriate.

1.5.K.G	1.5.1.G	1.5.2.G	1.5.3.G
<p>The learner will be able to</p> <p>Publish and present written work.</p> <ul style="list-style-type: none"> • Write upper case and lower case letters of alphabet independently attending to the form and proper spacing of the letters. • Share finished work with the class or a small group. 	<p>The learner will be able to</p> <p>Publish and present written work.</p>	<p>The learner will be able to</p> <p>Publish and present written work.</p>	<p>The learner will be able to</p> <p>Present and/or defend written work for publication when appropriate.</p>

Standard: 1.6 Speaking and Listening

Objective 1.6.A Listen to others.

1.6.K.A	1.6.1.A	1.6.2.A	1.6.3.A
<p>The learner will be able to</p> <p>Listen to others.</p> <ul style="list-style-type: none"> • Listen responsively to directions (including multi-step), stories, and conversations. • Demonstrate appropriate listening behaviors (eyes on speaker, facing speaker) 	<p>The learner will be able to</p> <p>Listen to others.</p> <ul style="list-style-type: none"> • Listen responsively to directions, stories and conversations. • Ask and answer relevant questions as an aid to understanding. • Distinguish fact from opinion. 	<p>The learner will be able to</p> <p>Listen to others.</p> <ul style="list-style-type: none"> • Listen responsively to directions, stories and conversations. • Ask and answer relevant questions as an aid to understanding. • Distinguish fact from opinion. 	<p>The learner will be able to</p> <p>Listen to others.</p> <ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion. • Provide appropriate feedback.

		<ul style="list-style-type: none"> • Provide appropriate feedback. 	
Objective 1.6.B Listen to a selection of literature (fiction and/or nonfiction).			
1.6.K.B	1.6.1.B	1.6.2.B	1.6.3.B
<p>The learner will be able to</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Respond appropriately to books and stories with facial and body gestures. • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize tone. 	<p>The learner will be able to</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts. 	<p>The learner will be able to</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. <p>Identify and define new words and concepts.</p>	<p>The learner will be able to</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts.
Objective 1.6.C Speak using skills appropriate to formal speech situations.			
1.6.K.C	1.6.1.C	1.6.2.C	1.6.3C
<p>The learner will be able to</p> <p>Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Articulate most speech sounds correctly. • Keep hands away from his/her mouth when speaking. • Speak in a voice loud enough for audience to hear. • Look at the audience when speaking. 	<p>The learner will be able to</p> <p>Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Modulate voice, volume and intonation. • Speak clearly to be understood by most listeners. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<p>The learner will be able to</p> <p>Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Modulate voice, volume and intonation. • Pronounce most words correctly. • Speak clearly to be understood by most listeners. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<p>The learner will be able to</p> <p>Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use appropriate volume. • Pronounce most words correctly. • Pace speech so that it is understandable. • Demonstrate an awareness of audience.

Objective 1.6.D Contribute to discussions.			
1.6.K.D	1.6.1.D	1.6.2.D	1.6.3.D
<p>The learner will be able to</p> <p>Contribute to discussions.</p> <ul style="list-style-type: none"> • Wait his/her turn to speak. • Listen and respond with appropriate information. • Ask questions beginning with who, what, when, where, why, and/or how. 	<p>The learner will be able to</p> <p>Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<p>The learner will be able to</p> <p>Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<p>The learner will be able to</p> <p>Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors.
Objective 1.6.E Participate in small and large group discussions and presentations.			
1.6.K.E	1.6.1.E	1.6.2.E	1.6.3.E
<p>The learner will be able to</p> <p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate and participate in appropriate conversations with adults and peers. • Deliver short reports. • Give simple directions and explanations. 	<p>The learner will be able to</p> <p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate and participate in everyday conversations. • Present oral readings. • Deliver short reports (Show-and-Tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. 	<p>The learner will be able to</p> <p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate and participate in everyday conversations. • Present oral readings. • Deliver short reports (Show-and-Tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. 	<p>The learner will be able to</p> <p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversations. • Present oral readings. • Deliver short reports (Show-and-Tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. • Report an emergency.
Objective 1.6.F Use media for learning purposes.			
1.6.K.F	1.6.1.F	1.6.2.F	1.6.3.F
N/A	<p>The learner will be able to</p> <p>Use media for learning purposes.</p>	<p>The learner will be able to</p> <p>Use media for learning purposes.</p>	<p>The learner will be able to</p> <p>Use media for learning purposes.</p> <ul style="list-style-type: none"> • Explain the importance of

	<ul style="list-style-type: none"> • Explain the importance of television, film and Internet in the lives of people. • Show or explain what was learned (audiotape, computer download). 	<ul style="list-style-type: none"> • Explain the importance of television, film and Internet in the lives of people. • Show or explain what was learned (audiotape, computer download). 	<p>television, film and Internet in the lives of people.</p> <ul style="list-style-type: none"> • Explain how advertising sells products. • Show or explain what was learned (audiotape, computer download).
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Standard: 1.7 Characteristics and Functions of the English Language

Objective 1.7.A Identify words from other languages that are commonly used English Words.

1.7.K.A	1.7.1.A	1.7.2.A	1.7.3.A
N/A	N/A	The learner will be able to Develop an awareness that some words from other languages are commonly used in English.	The learner will be able to Identify words from other languages that are commonly used English Words.

Objective 1.7.B Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.

1.7.K.B	1.7.1.B	1.7.2.B	1.7.3.B
N/A	N/A	The learner will be able to Develop an awareness of variations in the language use of literary characters and relate them to differences in occupation or geographical location.	The learner will be able to Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.

Standard: 1.8 Research

Objective 1.8.A Select a topic for research.

1.8.K.A	1.8.1.A	1.8.2.A	1.8.3.A
The learner will be able to Research, talk about, and/or share a chosen or suggested topic with classmates.	The learner will be able to Select a topic for research. <ul style="list-style-type: none"> • Choose a topic of interest to research and share with classmates. 	The learner will be able to Select a topic for research.	The learner will be able to Select a topic for research.

Objective 1.8.B Locate information using appropriate sources and strategies.

1.8.K.B	1.8.1.B	1.8.2.B	1.8.3.B
<p>The learner will be able to</p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Use books, magazines, and newspapers to locate information. • Recognize and use the different parts of informational text that are used to locate information. (table of contents) 	<p>The learner will be able to</p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Use books, magazines, and newspapers to locate information. • Recognize and use the different parts of informational text that are used to locate information. (table of contents, index, glossary) 	<p>The learner will be able to</p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Choose appropriate resources for the research task. • Recognize and use the different parts and types of informational text. (dictionaries, encyclopedias, interviews, observations, electronic media, table of contents, key words and guide words). • Use traditional electronic search tools. 	<p>The learner will be able to</p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Locate resources for a particular task (newspapers, dictionary). • Select sources (dictionaries, encyclopedias, interviews to write a family history, observations, electronic media). • Use tables of contents, key words and guide words. • Use traditional electronic search tools.
Objective 1.8.C Organize and present the main ideas from research.			
1.8.K.C	1.8.1.C	1.8.2.C	1.8.3.C
<p>The learner will be able to</p> <p>Summarize main ideas.</p>	<p>The learner will be able to</p> <p>Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Summarize, orally or in writing, the main ideas. 	<p>The learner will be able to</p> <p>Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Develop the ability to take notes from a source. • Summarize, orally or in writing, the main ideas. 	<p>The learner will be able to</p> <p>Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas.