

ELEMENTARY LANGUAGE ARTS CURRICULUM

First Grade

With Access Points

Revised June, 2008

Language Arts Committee

Crawfordville Elementary

Staci Greener
Catherine Cutchen
Cori Revell
Kim Bartnick
Diane Driggers
Lynne Smith
Kim Dutton / Angie Walker

Medart Elementary

Barbara Versiga
Margaret Davis
Susanne Porter
Belinda McElroy
Beth Brown
Jodie Martin
Sharon Kemp

Shadeville Elementary

Donna Kendrick
Amy Seidler
Theresa Hernandez
Rhonda Traweek
Tammi Light
Claudia Crotta
Dee Ann Hughes

Superintendent

David Miller

Wakulla County School Board

Becky Cook

Jerry Evans

Greg Thomas

Mike Scott

Ray Gray

District Staff

Beth O'Donnell – Assistant Superintendent of Instruction

Beth Mims – Executive Director of Curriculum

Cynthia Shrestha – Elementary Reading Coach

INTRODUCTION

The Wakulla County Elementary Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

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|----------------|--------------|---------------|-----------------|------------------|
| LA. | 1. | 1. | 1. | 1 |
| Subject | Grade | Strand | Standard | Benchmark |

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information
- Appendix B – 220 High Frequency Words
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Zaner Bloser Continuous Stroke Method for forming manuscript letters
- Appendix E – Steps to Mastery of Vocabulary
- Appendix F – The Writing Portfolio

Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab. They include, but are not limited to,

- A keyboarding chart – This can be downloaded and used to help students develop appropriate fingering on the keyboard.
- The FCAT Content Clusters
- The Crosswalk between the 2001 Language Arts Standards and the 2006 Language Arts Standards for the tested benchmarks. This information is located at point of use in this document.
- Links to a variety of reading strategies and resources

DOCUMENTATION EXPECTATION:

The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully covered and/or assessed. Appropriate markings might be “9/10 and ongoing” or 10/11-10/15. The date(s) noted should align with planbook documentation. It is hoped that this will help the teacher pace instruction during subsequent years.

LANGUAGE ARTS CURRICULUM
First Grade

STRAND 1: Reading Process

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| Concepts of Print | | Standard 1: The student demonstrates knowledge of the concept of print and how it is organized and read. | | | | | |
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.1.1.1 | <ul style="list-style-type: none"> ▪ Locate the title, table of contents, names of author and illustrator, glossary and index; | <p><u>Harcourt Storytown</u> Example: p.T128, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Shared Reading | <p>Note: Social Studies, Science, Math Connections</p> | | | | |
| LA.1.1.1.2 | <ul style="list-style-type: none"> ▪ Distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). | <p><u>Harcourt Storytown</u> Example: p.T451, Theme 1</p> | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Locate the title of a book; ▪ Identify print, not a picture, as carrying the message or story; ▪ Match print to speech; ▪ Distinguish letters from words; ▪ Identify where the begin reading and move from top to bottom and left to right; ▪ Name 15 or more upper case and lower case letters of the alphabet. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that sentences are made of separate words; ▪ Identify familiar books by their covers; ▪ Turn pages front to back; ▪ Name five or more letters of the alphabet and identify whether a letter is upper or lower case. | | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Attend to print materials by touching, looking or listening; ▪ Recognize if a book is upside down or backwards; ▪ Respond to the book cover or illustrations in a familiar story. | | |

STRAND 1: Reading Process

| Phonemic Awareness | | Standard 3: The student demonstrates phonemic awareness. | | | | | |
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| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.1.3.1 | <ul style="list-style-type: none"> Identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); | <ul style="list-style-type: none"> DIBELS SAT 10 <p><u>Harcourt Storytown</u></p> <ul style="list-style-type: none"> Throughout text - daily | <p>Examples: CVC=dog; CCVC=crab; CVCC=fast; CCCVC=scrap</p> | | | | |
| LA.1.1.3.2 | <ul style="list-style-type: none"> Blend three to five phonemes to form words; | <ul style="list-style-type: none"> DIBELS SAT 10 <p><u>Harcourt Storytown</u></p> <p>Example: p.T38, Theme 1</p> <ul style="list-style-type: none"> Should occur in each lesson | <p>Resource: Sound Spelling Cards</p> | | | | |
| LA.1.1.3.3 | <ul style="list-style-type: none"> Segment single syllable words into individual phonemes; | <ul style="list-style-type: none"> DIBELS <p><u>Harcourt Storytown</u></p> <p>Example: p.T83, Theme 1</p> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> Phonological Awareness | | | | | |
| LA.1.1.3.4 | <ul style="list-style-type: none"> Manipulate individual phonemes to create new words through addition, deletion, and substitution. | <ul style="list-style-type: none"> DIBELS SAT10 <p><u>Harcourt Storytown</u></p> <p>Example: p.T38, Theme 1</p> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> Word Building | <p>Resource: <u>Making Words</u> by Patricia Cunningham</p> | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> Identify, blend and segment syllables and onset and rime in words; Recognize and produce words that rhyme; Identify the initial sound in one-syllable words; Identify and blend phonemes in selected VC and CVC words. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Identify words that rhyme; Segment auditory sentences into individual words; Identify whether words and environmental sounds are the same or different. | | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Imitate sounds or rhythm in familiar songs or rhymes; Respond to environmental sounds; Associate particular sounds with familiar stories, songs and rhymes; Respond to spoken words in familiar stories, songs and rhymes. | | |

STRAND 1: Reading Process

| Phonics/Word Analysis | | Standard 4: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | | | | | |
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| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.1.4.1 | <ul style="list-style-type: none"> ▪ Generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words; | <ul style="list-style-type: none"> ▪ DIBELS ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T52, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Building ▪ Literacy Kit | | | | | |
| LA.1.1.4.2 | <ul style="list-style-type: none"> ▪ Identify the sounds of vowels and consonant digraphs in printed words; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T36, Theme 1</p> | | | | | |
| LA.1.1.4.3 | <ul style="list-style-type: none"> ▪ Decode words with r-controlled letter sound association; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T395, Theme 3</p> | | | | | |
| LA.1.1.4.4 | <ul style="list-style-type: none"> ▪ Decode words from common word families; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T132, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Building | | | | | |
| LA.1.1.4.5 | <ul style="list-style-type: none"> ▪ Recognize high frequency words; <ul style="list-style-type: none"> ○ First 100 of the common high frequency words (see Appendix B) | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T35, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Wall Daily ▪ Spelling City | | | | | |

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| <p>LA.1.1.4.6</p> | <ul style="list-style-type: none"> ▪ Identify common, irregular words, compound words and contractions; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T544, Theme 2</p> | | | | | |
| <p>LA.1.1.4.7</p> | <ul style="list-style-type: none"> ▪ Decode base words and inflectional endings; | <p><u>Harcourt Storytown</u> Example: p.T84, Theme 1</p> | | | | | |
| <p>LA.1.1.4.8</p> | <ul style="list-style-type: none"> ▪ Use self-correction when subsequent reading indicates an earlier misreading. | <ul style="list-style-type: none"> ▪ Supporting Skill-SAT 10 ▪ DIBELS <p><u>Harcourt Storytown</u> Example: p.T139, Theme 1</p> | | | | | |

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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| <p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Produce the most common sounds associated with ten or more letters; ▪ Identify the first letter and sound in one-syllable words; ▪ Blend sounds to decode VC and CVC words. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that print represents spoken words; ▪ Identify informational logos and symbols with words in the environment; ▪ Identify own first name in print; ▪ Identify the initial sound in own first name and familiar words. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines. |
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STRAND 1: Reading Process

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| Fluency | | Standard 5: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate and expression. | | | | | |
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.1.5.1 | <ul style="list-style-type: none"> ▪ Apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T38, Theme 1</p> | | | | | |
| LA.1.1.5.2 | <ul style="list-style-type: none"> ▪ Recognize high frequency and familiar words in isolation and in context; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T44, Theme 1</p> | | | | | |
| LA.1.1.5.3 | <ul style="list-style-type: none"> ▪ Adjust reading rate based on purpose, text difficulty, form and style. <ul style="list-style-type: none"> ○ End of the year Target Range: Low Risk (LR) is 40-64 CWPM. Above Average (AA) is 65+ CWPM | <ul style="list-style-type: none"> ▪ DIBELS ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T139, Theme 1</p> | <p>Resource: DIBELS Risk Chart: http://www.fcrr.org/pmrn/help.htm</p> | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Name ten or more letters and produce their sounds; ▪ Read two or more words. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Name five or more letters. | | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes and routines; ▪ Request continuation of a familiar story, song or rhyme when it has been interrupted. | | |

STRAND 1: Reading Process

| Vocabulary Development | | Standard 6: The student uses multiple strategies to develop grade appropriate vocabulary. | | | | | | |
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| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 | |
| LA.1.1.6.1 | <ul style="list-style-type: none"> Use new vocabulary that is introduced and taught directly; | <p><u>Harcourt Storytown</u> Example: p.T47, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ELL | <p>Note: All vocabulary benchmarks should be covered in the context of Social Studies, Science, and Math as well as Reading. (See Appendix E)</p> | | | | | |
| LA.1.1.6.2 | <ul style="list-style-type: none"> Listen to, read and discuss both familiar and conceptually challenging text; | <ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T41, Theme 1</p> | | | | | | |
| LA.1.1.6.3 | <ul style="list-style-type: none"> Use context clues; | <ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T43, Theme 1</p> | | | | | | |
| LA.1.1.6.4 | <ul style="list-style-type: none"> Categorize key vocabulary to prior knowledge; | <ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T99, Theme 1</p> | | | | | | |
| LA.1.1.6.5 | <ul style="list-style-type: none"> Relate new vocabulary to prior knowledge; | <p><u>Harcourt Storytown</u> Example: p.T99, Theme 1</p> | | <p>Example: We know the word “add”. How does that help us with the word ‘addition’?</p> | | | | |
| LA.1.1.6.6 | <ul style="list-style-type: none"> Identify and sort common words into conceptual categories; | <ul style="list-style-type: none"> SAT 10 <p><u>Harcourt Storytown</u> Example: p.T196, Theme 1</p> | | <p>Activity: Word sorts should be an ongoing activity in the classroom. Sample word sorts could include:</p> <ul style="list-style-type: none"> sorting word wall words into groups of nouns, adjectives, verbs; sorting science words according to a specific concept (things that can run, things that are alive, etc.) grouping words according to spelling or sound (all words with ‘ing’, all short /a/ words, etc.) | | | | |

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| LA.1.1.6.7 | <ul style="list-style-type: none"> ▪ Identify common antonyms and synonyms; | <u>Harcourt Storytown</u> Example: p.T470, Theme 2 | | | | | |
| LA.1.1.6.8 | <ul style="list-style-type: none"> ▪ Use meaning of individual words to predict meaning of unknown compound words; | <u>Harcourt Storytown</u> Example: p.T456, Theme 3 | | | | | |
| LA.1.1.6.9 | <ul style="list-style-type: none"> ▪ Determine the correct meaning of words with multiple meanings (e.g., mine) in context; | <u>Harcourt Storytown</u> Example: p.T43, Theme 1 | Activity: Use glossary and word wall. | | | | |
| LA.1.1.6.10 | <ul style="list-style-type: none"> ▪ Determine meanings of unfamiliar words by using a beginning dictionary, illustrations and digital tools. | <u>Harcourt Storytown</u> Example: p.T245, Theme 3 See the following sections throughout text: <ul style="list-style-type: none"> ▪ Picture Dictionary ▪ Inference | Resource: <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook – connect to “Word Choice” in writing. ▪ Glossary: Science, SS | | | | |

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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| <p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Use new vocabulary that is introduced and taught directly; ▪ Listen to and talk about stories; ▪ Identify and describe pictures of persons, objects, actions and settings in familiar activities; ▪ Sort common objects into categories; ▪ Relate new vocabulary to familiar words; ▪ Use pictures and symbols to identify meaning of unknown words. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Use new vocabulary that is introduces and taught directly; ▪ Listen to ad interact with stories; ▪ Identify pictures of persons, objects, actions and settings in familiar activities; ▪ Use pictures to identify meaning of unknown symbols and words. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to new vocabulary that is introduced and taught directly; ▪ Listen and respond to familiar stories; ▪ Respond to names of familiar persons and objects in routines; ▪ Match familiar objects to tasks in routines. |
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STRAND 1: Reading Process

| Reading Comprehension | | Standard 7: The student uses a variety of strategies to comprehend grade level text. | | | | | |
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| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.1.7.1 | <ul style="list-style-type: none"> Identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions and establish a purpose for reading; | <ul style="list-style-type: none"> <u>Harcourt Storytown</u> Example: p.T34, Theme 1 | | | | | |
| LA.1.1.7.2 | <ul style="list-style-type: none"> Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections; | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T42, Theme 1 | Example: Teacher models this when orally discussing nonfiction text. For instance, when reading a selection on animals the teacher might list the animals and have students list the details from the text about each animal. | | | | |
| LA.1.1.7.3 | <ul style="list-style-type: none"> Retell the main idea or essential message; | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T61, Theme 1 | | | | | |
| LA.1.1.7.4 | <ul style="list-style-type: none"> Identify supporting details; | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T60, Theme 1 | Resource: Graphic Organizers – The following website has a number of printable graphic organizers. http://www.teachervision.fen.com/graphic-organizers/printable/6293.html | | | | |
| LA.1.1.7.5 | <ul style="list-style-type: none"> Distinguish fact from fiction and cause from effect; Note: Students are introduced to this skill in first grade. | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T46, Theme 1 | | | | | |

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| <p>LA.1.1.7.6</p> | <ul style="list-style-type: none"> ▪ Arrange events in sequence; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T86, Theme 1</p> | | | | | |
| <p>LA.1.1.7.7</p> | <ul style="list-style-type: none"> ▪ Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events); | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T157, Theme 1</p> | | | | | |
| <p>LA.1.1.7.8</p> | <ul style="list-style-type: none"> ▪ Identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T244, Theme 3</p> | | | | | |
| <p>LA.1.1.7.9</p> | <ul style="list-style-type: none"> ▪ Self monitor comprehension and reread when necessary. | <ul style="list-style-type: none"> ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T347, Theme 1</p> | | | | | |

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Make predictions about a story using text features (e.g., illustrations, title); ▪ Identify details in pictures and read aloud text; ▪ Identify characters, objects, actions, events, and settings in familiar read aloud stories and pictures; ▪ Determine if a story could be real or make believe; ▪ Identify similarities and differences between characters and actions in read aloud stories; ▪ Identify important details (e.g., who, what, where) that relate to the author's purpose in read aloud stories; ▪ Use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read aloud stories to life experiences. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify familiar character, objects or settings pictured in read aloud stories; ▪ Identify details in familiar pictures and read aloud text; ▪ Distinguish between real and model objects; ▪ Identify actions pictured in familiar read aloud stories; ▪ Identify differences between characters in read aloud stories; ▪ Identify the author's purpose in read aloud stories by answering literal yes/no questions about characters and settings; ▪ Use strategies to repair comprehension, including but not limited to connecting characters and settings in read aloud stories to life experiences. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to characters or objects and sound effects in read aloud stories; ▪ Respond to a referent object or picture used in routines; ▪ Respond to events in familiar read aloud stories; ▪ Seek assistance to clarify the meaning of pictures, symbols or words in daily classroom activities with prompting. |
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STRAND 2: Literary Analysis

| Fiction | | Standard 1: The student identifies, analyzes and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. | | | | | |
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| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.2.1.1 | <ul style="list-style-type: none"> Identify various literary forms (e.g., stories, poems, fables, legends, picture books, plays); | <ul style="list-style-type: none"> <u>Harcourt Storytown</u> Example: p.T58, Theme 1 | | | | | |
| LA.1.2.1.2 | <ul style="list-style-type: none"> Retell the main events (e.g., beginning, middle, end) in a story; | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T477, Theme 1 | | | | | |
| LA.1.2.1.3 | <ul style="list-style-type: none"> Identify the characters and settings in a story; | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T43, Theme 1 | | | | | |
| LA.1.2.1.4 | <ul style="list-style-type: none"> Identify rhyme, rhythm, alliteration, and patterned structures in poems for children; | <ul style="list-style-type: none"> <u>Harcourt Storytown</u> Example: p.T50, Theme 1 | <p>Example: Use a picture book to model and discuss the use of rhyme, rhythm, alliteration and patterned structures.</p> | | | | |
| LA.1.2.1.5 | <ul style="list-style-type: none"> Respond to various literary selections (e.g., nursery rhymes, fairy tales), identify the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); | <ul style="list-style-type: none"> SAT 10 <u>Harcourt Storytown</u> Example: p.T44, Theme 1 | | | | | |

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| <p>LA.1.2.1.6</p> | <ul style="list-style-type: none"> ▪ Select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge. | <p><u>Harcourt Storytown</u> Example: p.T40, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Leveled Readers | <p>Resource:</p> <ul style="list-style-type: none"> ▪ Accelerated Reader ▪ STAR Test ▪ Science/Social Studies | | | | |
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books); ▪ Identify main events or actions of characters in familiar read aloud stories; ▪ Identify characters and settings in familiar read aloud stories; ▪ Identify rhyme, rhythm and word patterns in read aloud poetry and songs; ▪ Respond to read aloud stories by contributing to a group discussion and identifying characters, actions, objects, setting or events and connecting to life experiences; and ▪ Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Recognize familiar literary forms (e.g., picture books, poetry); ▪ Identify pictures of events in familiar read-aloud stories; ▪ Identify characters pictured in familiar read aloud stories; ▪ Imitate rhythm and rhyming words in read aloud poetry and songs; ▪ Respond to read aloud stories by contributing to a discussion and identifying familiar characters, objects, events or setting and connecting to life experiences; and ▪ Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to characters, actions or events in familiar literary forms (e.g., read aloud stories, poetry); ▪ Respond to rhythm and rhyme in familiar poetry or songs; and ▪ Use nonverbal expression or gestures/signs, pictures, symbols or words to respond to familiar read aloud stories by identifying characters, objects, or events; and ▪ Select read aloud stories, songs and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. |
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STRAND 2: Literary Analysis

| Non-Fiction | | Standard 2: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational and expository texts to demonstrate an understanding of the information presented. | | | | | |
|--|--|--|---|--|---|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.2.2.1 | <ul style="list-style-type: none"> ▪ Locate specific information by using organizational features (e.g., directions graphs, charts, signs, captions) in informational text; | <u>Harcourt Storytown</u> Example: p.T18, Theme 3 | Note: The Non-Fiction benchmarks should be addressed through Social Studies, Science and Math text as well as Reading. | | | | |
| LA.1.2.2.2 | <ul style="list-style-type: none"> ▪ Select age and ability appropriate non-fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; | <u>Harcourt Storytown</u> Example: p.T58, Theme 1 Options for reading <ul style="list-style-type: none"> ▪ Accelerated Reader Books ▪ Leveled Reader | | | | | |
| LA.1.2.2.3 | <ul style="list-style-type: none"> ▪ Organize information found in non-fiction text through charting, listing, mapping or summarizing. <ul style="list-style-type: none"> ○ This skill will be modeled in whole and small group settings throughout the year with students beginning to complete a simple graphic organizer independently by the end of the year. | <u>Harcourt Storytown</u> Example: p.T61, Theme 1 | | Note: Connect to writing instruction. (Ex. Write a summary, make a list, fill in a graphic organizer, etc. as a response to reading.) | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <i>Independent:</i> The student will: <ul style="list-style-type: none"> ▪ Identify details in read-aloud informational text using text features (e.g., illustrations, signs); ▪ Select and listen to a variety of non-fiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ Identify details in familiar pictures and read aloud informational text; ▪ Select and listen to a variety of non-fiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. | | | <i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Recognize persons and objects associated with routines; ▪ Attend to read aloud non-fiction materials, based on interest and teacher recommendations, to being building a core base of knowledge. | | |

STRAND 3: Writing Process

| Pre-Writing | | Standard 3: The student will use prewriting strategies to generate ideas and formulate a plan. | | | | | |
|--|--|---|--|---|--------------|--------------|--------------|
| Benchmark: The student will pre-write by: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.3.1.1 | <ul style="list-style-type: none"> Generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion and other activities); | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T112, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Shared Writing | <p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Ideas | | | | |
| LA.1.3.1.2 | <ul style="list-style-type: none"> Discussing the purpose for a writing piece; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T111, Theme 1</p> | | | | | |
| LA.1.3.1.3 | <ul style="list-style-type: none"> Organizing ideas using simple webs, maps or lists. | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) SAT 10 <p><u>Harcourt Storytown</u> Example: p.T69, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook- Organization | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> Pre-write by generating ideas for pictures that tell a story about familiar persons, objects or events through viewing pictures or answering prompting questions. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Pre-write by generating ideas for pictures that tell a story by selecting familiar persons or objects. | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects or follow steps in routines). | | | |

STRAND 3: Writing Process

| Drafting | | Standard 2: The student will write a draft appropriate to the topic, audience and purpose. | | | | | |
|--|---|--|--|--|--------------|--------------|--------------|
| Benchmark: The student will draft writing by: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.3.2.1 | <ul style="list-style-type: none"> ▪ Maintaining focus on a single idea using supporting details; | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T113, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook- Ideas | | | | |
| LA.1.3.2.2 | <ul style="list-style-type: none"> ▪ Organizing details into a logical sequence that has a beginning, middle and end. <ul style="list-style-type: none"> ○ The end of the year expectation is that the student be able to write a simple paragraph. ○ Students should be introduced to appropriate transitions. | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T113, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook- Organization | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> ▪ Creating a picture; ▪ Dictating words and phrases that tell a story or describe the picture | | <p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> ▪ Selecting or creating a picture that tells a story; ▪ Dictating labels for the picture. | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs or voice. | | | |

STRAND 3: Writing Process

| Revising | | Standard 3: The student will revise and refine the draft for clarity and effectiveness. | | | | | |
|--|--|---|--|---|--------------|--------------|--------------|
| Benchmark: The student will revise writing by: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.3.3.1 | <ul style="list-style-type: none"> Evaluating the draft for logical thinking and marking out repetitive text; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T114, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook | | | | |
| LA.1.3.3.2 | <ul style="list-style-type: none"> Creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T195, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> Reviewing the picture and dictation; Adding details to the picture or dictation with prompting; Copying dictated words and phrases. | | <p><i>Supported:</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> Reviewing the picture and dictation; Adding to the picture or dictation with prompting; Copying the dictated labels. | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Adjust nonverbal expression, referent objects, gestures/signs or voice with prompting as necessary to communicate wants and needs to familiar persons. | | | |

STRAND 3: Writing Process

| Editing for Language Conventions | | Standard 4: The student will edit and correct the draft for standard language conventions. | | | | | |
|---|---|--|--|-------|-------|-------|-------|
| Benchmark: The student will correctly use: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.3.4.1 | <ul style="list-style-type: none"> Common spelling patterns (e.g., onset and rimes, words families, and simple CVC words) and conventional spelling of high frequency words; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T38, Theme 1</p> | <p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook-Conventions | | | | |
| LA.1.3.4.2 | <ul style="list-style-type: none"> Capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) SAT 10 <p><u>Harcourt Storytown</u> Example: p.T48, Theme 1</p> | | | | | |
| LA.1.3.4.3 | <ul style="list-style-type: none"> Commas in dates, items in a series; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) SAT 10 <p><u>Harcourt Storytown</u> Example: p.T493, Theme 4</p> | | | | | |
| LA.1.3.4.4 | <ul style="list-style-type: none"> Singular and plural nouns, actions verbs in simple sentences, and singular possessive pronouns (e.g., my/mine, his/her, hers); | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) SAT 10 <p><u>Harcourt Storytown</u> Example: p.T246, Theme 1</p> | | | | | |
| LA.1.3.4.5 | <ul style="list-style-type: none"> Subject and verb agreement in simple sentences; | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) SAT 10 <p><u>Harcourt Storytown</u> Example: p.T232, Theme 6</p> | | | | | |

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| <p>LA.1.3.4.6</p> | <ul style="list-style-type: none"> ▪ End punctuation for sentences, including periods, question marks and exclamation points. | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T48, Theme 1</p> | | | | | |
|--------------------------|--|---|--|--|--|--|--|

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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|---|---|--|
| <p><i>Independent:</i> The student will correctly use:</p> <ul style="list-style-type: none"> ▪ Left to right progression; ▪ Sequencing of letters in words; ▪ Capitalization of own first name. | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Correctly copy some letters in dictated words. | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons. |
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STRAND 3: Writing Process

| Publishing | | Standard 5: The student will write a final product for the intended audience. | | | | | |
|---|---|---|--|--|--------------|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.3.5.1 | <ul style="list-style-type: none"> Produce, illustrate, and share a variety of compositions. | <ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T91, Theme 1</p> <ul style="list-style-type: none"> Throughout text | <p>Note: This is the publication stage of the Writing Process. Not all writing needs to be taken through the publication stage.</p> <p>Activity:</p> <ul style="list-style-type: none"> Author’s Chair Display work in class | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> Produce and share pictures with descriptions or stories. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Produce and share pictures with labels | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Effectively communicate wants and needs with prompting to familiar persons. | | | |

STRAND 4: Writing Application

| Creative | | Standard 1: The student develops and demonstrates creative writing. | | | | | |
|--|---|---|------------------------|--------------|---|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.4.1.1 | <ul style="list-style-type: none"> ▪ Write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; | <ul style="list-style-type: none"> ▪ District Writing Plan ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T389, Theme 1</p> | | | | | |
| LA.1.4.1.2 | <ul style="list-style-type: none"> ▪ Participate in writing simple stories, poems, rhymes or song lyrics. <ul style="list-style-type: none"> ○ This can be done in large and small groups with teacher modeling. | <ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T388, Theme 1</p> | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Create pictures that tell a story and with dictated words and phrases; ▪ Contribute to group writing of simple rhymes. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Create pictures to tell a story about familiar persons or objects with dictated labels; ▪ Contribute to group recitation of familiar rhymes, songs or chants. | | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate recognition of familiar persons or objects; ▪ Respond to rhythm and rhyme in familiar poems, rhymes or songs. | | |

STRAND 4: Writing Application

| Informative | | Standard 2: The student develops and demonstrates technical writing that provides information related to real-world tasks. | | | | | |
|-------------------------------------|--|--|--|-------|-------|-------|-------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.4.2.1 | <ul style="list-style-type: none"> ▪ Write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables); | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T49, Theme 1</p> | <p>Note: The Informative Writing benchmarks should be addressed through Social Studies, Science and Math text as well as Reading.</p> | | | | |
| LA.1.4.2.2 | <ul style="list-style-type: none"> ▪ Participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps); | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T405, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Centers | | | | | |
| LA.1.4.2.3 | <ul style="list-style-type: none"> ▪ Write an informational/expository paragraph that contains a topic sentence and at least three details; | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T360, Theme 5</p> | | | | | |
| LA.1.4.2.4 | <ul style="list-style-type: none"> ▪ Write basic communications, including friendly letters and thank you notes; <ul style="list-style-type: none"> ○ This is an introductory skill in which the teacher models and supports the use of correct conventions and formatting. | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) ▪ SAT 10 <p><u>Harcourt Storytown</u> Example: p.T442, Theme 3</p> | | | | | |

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| <p>LA.1.4.2.5</p> | <ul style="list-style-type: none"> ▪ Write simple directions to familiar locations using “left to right,” and create a map that matches the directions. | <ul style="list-style-type: none"> ▪ District Writing Plan; ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T550, Theme 3</p> | <p>Note: This benchmark can be covered in Social Studies as a group activity with teacher modeling.</p> | | | | |
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ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

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|---|---|---|
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases; ▪ Contribute to group writing of thank you notes and messages using picture stories with dictated words and phrases; ▪ Produce functional text (e.g., one-step picture instructions with dictated words, phrases). | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Contribute to group recordings of expository information by creating pictures and dictating labels or lists; ▪ Contribute to group writing of friendly messages and thank you notes; ▪ Contribute to group writing of functional text (e.g., pictures of one-step instructions in routines). | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate recognition of familiar persons, actions or objects associated with routines; ▪ Respond to informational materials; ▪ Express wants and needs. |
|---|---|---|

STRAND 4: Writing Application

| Persuasive | | Standard 3: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. | | | | | |
|---|---|--|------------------------|---|-------|-------|-------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.4.3.1 | <ul style="list-style-type: none"> Draw a picture and use simple text to explain why this item (food, pet, person) is important to them. | <ul style="list-style-type: none"> District Writing Plan; Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p.T163, Theme 1</p> | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> Choose a favorite item and tell what he or she likes about it. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Choose a favorite item and tell about it. | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Communicate recognition of familiar persons or object associated with routines to express wants and needs. | | | |

STRAND 5: Communication

| | | | | | | | | |
|--|---|--|--|---|--------------|--------------|--------------|--|
| Penmanship | | Standard: The student engages in the writing process and writes to communicate ideas and experiences. | | | | | | |
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 | |
| LA.1.5.1.1 | <ul style="list-style-type: none"> ▪ write numbers and uppercase and lowercase letters using left to right sequencing; | <u>Harcourt Storytown</u> Example: p.TI-1, Theme 1 | Note: Handwriting should be taught and practiced using the Zaner Bloser Continuous Stroke Method (see Appendix D) | | | | | |
| LA.1.5.1.2 | <ul style="list-style-type: none"> ▪ use appropriate spacing between letters, words and sentences. | <u>Harcourt Storytown</u> Example: p.T73, Theme 1 | | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | | |
| <i>Independent:</i> The student will <ul style="list-style-type: none"> ▪ write first name and copy letters and words from left to right with a visual cue; ▪ use appropriate spacing between letters and words. | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ write lines, circles and some letters. | | <i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning. | | | | |

STRAND 5: Communication

| Listening and Speaking | | Standard: The student effectively applies listening and speaking strategies. | | | | | |
|-------------------------------------|--|---|---|--------------|--------------|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.5.2.1 | <ul style="list-style-type: none"> ▪ listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems and following rules <ul style="list-style-type: none"> ○ Note: Since students are expected to be able to follow 3-4 step directions by the end of Kindergarten, the expectation for First Grade students should build on this. | <u>Harcourt Storytown</u> Example: p.T50, Theme 1 | | | | | |
| LA.1.5.2.2 | <ul style="list-style-type: none"> ▪ retell specific details of information heard; | <u>Harcourt Storytown</u> Example: p.T340, Theme 1 | | | | | |
| LA.1.5.2.3 | <ul style="list-style-type: none"> ▪ listen attentively to fiction and non-fiction read-alouds and demonstrate understanding <ul style="list-style-type: none"> ○ Note: Demonstrating understanding goes beyond having a student tell his/her favorite part of the story. | <u>Harcourt Storytown</u> Example: p.T50, Theme 1 | <u>Sample Ways to Demonstrate Understanding:</u> <ul style="list-style-type: none"> ▪ answering questions (both literal and higher order) ▪ drawing a picture response ▪ completing a story map ▪ writing a story ending ▪ creating a group summary | | | | |
| LA.1.5.2.4 | <ul style="list-style-type: none"> ▪ use formal and informational language appropriately; | <u>Harcourt Storytown</u> Example: p.T463, Theme 1 | | | | | |
| LA.1.5.2.5 | <ul style="list-style-type: none"> ▪ communicate effectively when relating experiences and retelling stories read and heard; | <u>Harcourt Storytown</u> Example: p.T50, Theme 1 | | | | | |

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|---|---|--|--|---|--|--|--|
| <p>LA.1.5.2.6</p> | <ul style="list-style-type: none"> ▪ participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. | <p><u>Harcourt Storytown</u> Example: p.101, Theme 1</p> | <p>Activity:</p> <ul style="list-style-type: none"> ▪ Author's Chair | | | | |
| <p>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</p> | | | | | | | |
| <p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ listen for informative purposes (e.g., following one-step directions, following classroom rules); ▪ answer literal questions about information heard; ▪ listen attentively to read-aloud stories and poems; ▪ identify oral language and courteous greetings appropriate to specified setting; ▪ communicate effectively about experiences and stories; ▪ use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns). | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ listen for informative purposes (e.g., following one-step directions); ▪ answer literal yes/no questions about information heard; ▪ listen attentively to read-aloud stories and poems; ▪ recognize oral language and courteous greetings used with classmates and adults; ▪ communicate effectively about familiar experiences and stories; ▪ use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking). | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ listen for informative purposes (e.g., following prompts, cues); ▪ listen to read-aloud stories; ▪ respond to oral language greetings and prompts from familiar persons in routines; ▪ attend to communication from familiar persons (e.g., turn toward speaker, look at speaker, change facial expressions). | | | |

STRAND 6: Information and Media Literacy

| Informational Text | | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences. | | | | | |
|---|--|--|------------------------|---|-------|-------|-------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.6.1.1 | <ul style="list-style-type: none"> Locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text. | <p><u>Harcourt Storytown</u> Example: p.T238, Theme 1</p> | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> locate specific information in pictures, symbols and environmental print. | | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> locate information in familiar pictures or objects. | | <p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> recognize familiar persons and objects associated with routines. | | | |

STRAND 6: Information and Media Literacy

| Research Process | | Standard: The student uses a systematic process for the collection, processing and presentation of information. | | | | | |
|---|--|--|---|--|--------------|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.6.2.1 | <ul style="list-style-type: none"> ▪ formulate questions and gather information using simple reference materials (e.g., non-fiction books, picture dictionaries, software); | <u>Harcourt Storytown</u> Example: p.T19, Theme 3 | | | | | |
| LA.1.6.2.2 | <ul style="list-style-type: none"> ▪ use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions; <ul style="list-style-type: none"> ○ Students are expected to alphabetize up to the third letter. | <u>Harcourt Storytown</u> Example: p.T19, Theme 3 | | | | | |
| LA.1.6.2.3 | <ul style="list-style-type: none"> ▪ write a simple report with a title and three facts, using informational sources; | <u>Harcourt Storytown</u> Example: p.T49, Theme 6 | Note: This may be covered as a whole class project. | | | | |
| LA.1.6.2.4 | <ul style="list-style-type: none"> ▪ identify authors, illustrators, or composers with their works. | <u>Harcourt Storytown</u> Example: p.T212, Theme 1 | Activity: An Author Study http://jan.ucc.nau.edu/~vla/ihp/literature/literacy.htm | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| Independent: The student will <ul style="list-style-type: none"> ▪ ask questions about a topic and gather information from simple materials (e.g., pictures, environmental print and symbols, read-aloud text); ▪ record answers to questions about a topic using dictation and pictures; ▪ contribute to a simple report by creating informational pictures and dictating words and phrases; ▪ recognize that authors and illustrators create books and pictures. | | Supported: The student will: <ul style="list-style-type: none"> ▪ ask questions about a familiar person or object and gather information from pictures; ▪ orally answer questions about a familiar person or object; ▪ contribute to a simple report by creating pictures with dictated labels; ▪ recognize that people who write books are called authors. | | Participatory: The student will: <ul style="list-style-type: none"> ▪ communicate recognition of familiar persons, actions, or objects associated with routines; and ▪ respond to actions from familiar persons or objects associated with routines; ▪ recognize familiar books or print material. | | | |

STRAND 6: Information and Media Literacy

| Media Literacy | | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. | | | | | |
|--|---|---|------------------------|---|--------------|--------------|--------------|
| Benchmark: The student will: | | Assessment/Correlation Information | Resources/Notes | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.6.3.1 | <ul style="list-style-type: none"> ▪ recognize that non-print media affect thoughts and feelings (e.g., graphics, music, digital video); | <u>Harcourt Storytown</u> Example: p.T18, Theme 4 | | | | | |
| LA.1.6.3.2 | <ul style="list-style-type: none"> ▪ identify types of mass communication (e.g., film, newspapers, radio, digital technology). | <u>Harcourt Storytown</u> Example: p.T145, Theme 4 | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | |
| <i>Independent:</i> The student will <ul style="list-style-type: none"> ▪ identify feelings suggested by familiar non-print media (e.g., graphics, music); ▪ identify two types of mass communication (e.g., television radio, newspaper). | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ recognize happy or sad feelings suggested by familiar non-print media (e.g., pictures, music); ▪ identify one type of mass communication (e.g., television, radio, newspaper). | | <i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ respond to familiar non-print media (e.g., videos, music); and ▪ respond to one familiar type of mass communication (e.g., television, radio). | | | |

STRAND 6: Information and Media Literacy

| | | | | | | | | | |
|--|--|---|--|---|--|-------|-------|-------|-------|
| Technology | | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. | | | | | | | |
| Benchmark: The student will: | | Assessment/Correlation Information | | Resources/Notes | | 08/09 | 09/10 | 10/11 | 11/12 |
| LA.1.6.4.1 | <ul style="list-style-type: none"> use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas and stories. | <u>Harcourt Storytown</u> Example: p.T32, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Centers | | Activity: <ul style="list-style-type: none"> Computer Lab | | | | | |
| ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES | | | | | | | | | |
| <i>Independent:</i> The student will <ul style="list-style-type: none"> use technology resources (e.g., interactive books, software, hardware) to support learning. | | <i>Supported:</i> The student will: <ul style="list-style-type: none"> use technology resources (e.g., interactive books, software, hardware) to support learning. | | | <i>Participatory:</i> The student will: <ul style="list-style-type: none"> respond to technology resources. | | | | |

APPENDIX A
Specific FCAT Test Specification Information

All test items at 3rd grade are in Multiple Choice (MC) format.

LA.A.1.2.3 (Cluster 1)

| | |
|--------------------------------|---|
| Benchmark | The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. |
| Benchmark Clarification | Using context clues, prefixes, suffixes, root words, and word relationships, the student identifies the meaning of a word or phrase in a passage and/or graphic. Simple analysis and/or direct inference may be required to comprehend the meaning of the word or phrase. |
| Content Limits | <p>Vocabulary words for prefixes (e.g., re-, un-, pre-, dis-, mis-, in-, non-), suffixes (e.g., -er, -est, -ful, -less, -able, -ly, -or, -ness), root words, multiple meanings, antonyms, synonyms, homophones, compound words, and contractions should be on 3rd grade level.</p> <p>Contractions that do not follow the expected pattern (e.g., o'clock, won't, he'd) will be avoided in test questions.</p> <p>The ability to use context clues to determine the meaning of vocabulary will be assessed with words unfamiliar to most third-grade students.</p> |
| Passage Attributes | <p>Passages may be literary text or informational text. Other stimuli could include, but may not be limited to, illustrations, graphics, and charts with captions.</p> <p>Passage must contain a word or phrase unfamiliar to most third-grade students, and sufficient context must be present to enable student to infer the meaning of the word or phrase. Passages will contain appropriate words to assess the knowledge of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, homophones, compound words, and contractions.</p> |
| Response Attributes | <p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none">○ incorrect meanings of words or phrases○ correct meaning of words or phrases that do not fit the context○ words with construct similar to correct response (e.g., same prefix)○ incorrect interpretations of contractions <p>Items assessing antonyms will not include synonyms as distractors; similarly, items assessing synonyms will not include antonyms as distractors.</p> |
| Sample Question Stems | <ul style="list-style-type: none">▪ Which words from the story have almost the SAME meaning?▪ This sentence means _____?▪ When Jordy tells Bloocher to “fetch” the stick, he wants Bloocher to _____? |

LA.A.2.2.1 (Cluster2)

- Benchmark** The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
- Benchmark Clarification** The student identifies the following from a passage: main idea or essential message, relevant supporting details and facts, and /or chronological order or other sequence of events.
- Passage Attributes** Passages may be literary text or informational text.
- The passages will include one or more of the following:
- a stated or strongly implied main idea
 - a stated or strongly implied essential message
 - details or facts that support the main idea or essential message
 - chronological order or other sequence of events
- Response Attributes** Distractors may include, but are not limited to, the following:
- facts or details that are drawn from the passage but are not main ideas
 - events that are drawn from the passage and presented out of order
 - plausible but incorrect responses based on the text
- Sample Question Stems**
- Which sentence BEST tells what the story is about?
 - What is the FIRST hobby that Bloocher refuses to try?
 - What happens AFTER _____?
 - What is the MOST important lesson _____ learns in the story?
 - What happens to _____?
 - Which step is the LAST when you _____?

LA.A.2.2.2 (Cluster 2)

| | |
|--------------------------------|--|
| Benchmark | The student identifies the author’s purpose in a simple text. (Includes LA.A.2.2.3 – Recognizes when a text is primarily intended to persuade). |
| Benchmark Clarification | The student identifies the author’s purpose as stated or strongly implied in a simple text (including recognizing when a text is intended primarily to persuade). |
| Content Limits | The author’s purpose may be stated or implied and may be any clear purpose for writing, including to inform, to tell a story, or to convey a mood. |
| Passage Attributes | Passages may be literary text or informational text. The author’s purpose will be implied or clearly stated in the passage. |
| Response Attributes | Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">○ facts or details from the passage that do not represent the author’s purpose○ incorrect interpretations of the author’s purpose Distractors will NOT be a list of general categories (e.g., to inform, to persuade) |
| Sample Question Stem | ▪ Why did the author write _____? |

LA.A.2.2.7 (Cluster 3)

| | |
|--------------------------------|---|
| Benchmark | The student recognizes the use of comparison and contrast in a text. |
| Benchmark Clarification | The student identifies no more than two similar or dissimilar elements within a text or identifies how elements are alike or different within a single text. |
| Content Limits | Elements that can be identified as alike or different may include, but should not be limited to, characters/subjects, authors' purposes, setting, main ideas, and topics. |
| Passage Attributes | Passages may be literary text or informational text. |
| Response Attributes | <p>The passages will include clear elements that can be compared and/or contrasted.</p> <p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none">○ incorrect comparisons○ incorrect contrasts○ incorrect identifications of compared or contrasted elements○ plausible but incorrect responses based on the text |
| Sample Question Stems | <ul style="list-style-type: none">▪ How are _____ and _____ ALIKE?▪ What is ALIKE about the first three steps in building _____? |

LA.A.2.2.8 (Cluster 4)

- Benchmark** The student selects and uses a variety of appropriate reference materials, including multiple presentations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.
- Benchmark Clarification** The student identifies meanings through the process of selecting and/or organizing information from a single text that contains multiple representations of information. The complexity of the presentation will be appropriate to third grade. This process may involve application, analysis, synthesis, and/or evaluation appropriate to third grade.
- Content Limits** Items will require students to locate, interpret, and use information appropriately.
- Items will NOT ask the student for literal references such as:
- On what page would you find...?
 - In which chapter would you find...?
 - In what kind of reference book would you find information about...?
- Passage Attributes** Passages will focus on one or more topics and include a variety of grade-appropriate information sources. The stimulus may be text, maps, charts, photos, or excerpts from one or more reference materials, such as a dictionary or encyclopedia.
- Reference materials on which items are based will look like those found in textbooks or library reference materials at the appropriate grade.
- Response Attributes** Distractors may include, but are not limited to, the following:
- incorrect use of reference materials
 - incorrect or irrelevant information from the resource material
 - incorrect conclusions or generalizations based on the stimulus
- Sample Question Stems** Student is provided with a diagram or picture...
- What part of the _____ is attracted to the magnet?
 - Which object will move when it is put next to a magnet?

--Look at the picture next to Step 5. Why is the box held up in the air?

LA.E.1.2.2 (Cluster 2)

- Benchmark** The student understands the development of plot and how conflicts are resolved in a story.
- Benchmark Clarification** The student identifies plot development or conflict resolution in a story and/or identifies how story events contribute to the plot development or conflict resolution. The student also makes simple inferences or draws conclusions regarding story elements.
- Passage Attributes** Passages will be literary text and will have a well-defined plot, conflict, or resolution, and/or will contain sufficient context for the student to make an inference or draw a conclusion.
- Response Attributes** Distractors may include, but are not limited to, the following:
- specific facts or events in the passage that are not related to plot development or conflict resolution
 - inferences or conclusions not appropriate to the text
 - plausible but incorrect responses based on the text.
- Sample Question Stems**
- What is _____ BIGGEST problem in the story?
 - How does _____ help _____ solve his problem?
 - How is _____'s problem solved?

LA.E.1.2.3 (Cluster 3)

Benchmark The student knows the similarities and differences among the characters, settings, and events presented in various texts.

Benchmark Clarification The student identifies an explanation or a simple analysis of similarities or differences between no more than two characters, within one character over time, between settings, or between events in a single text.

Passage Attributes Passages may be literary text or informational text that permits comparison and/or contrast of characters, settings, and/or events.

Response Attributes Distractors may include, but are not limited to, the following:

- facts or inferences based on the text but not related to the question
- incorrect comparisons
- incorrect contrasts
- plausible but incorrect responses based on the text.

Sample Question Stems

- At the end of the story, _____ has changed her mind about _____. What does she do that BEST shows she has changed her mind?
- Which word describes BOTH _____ and _____?

LA.E.2.2.1 (Cluster 3)

- Benchmark** The student recognizes cause-and-effect relationship in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]
- Benchmark Clarification** The student identifies cause-and-effect relationships, stated or strongly implied, in literary text or informational text.
- Passage Attributes** Passages may be literary text or informational text.
- Response Attributes** The passage must include a cause-and-effect relationship. The relationship may be stated or implied. Distractors may include, but are not limited to, the following:
- incorrect causes or effects
 - plausible but incorrect responses based on the text.
- Sample Question Stems**
- Why do _____ and _____ start _____?
 - Why does _____ smile as she _____?
 - Why does _____ move when _____?

APPENDIX B
220 High Frequency Words
Source: Dolch

Listed in order of decreasing frequency

| | | | | | | | |
|-------|--------|--------|--------|--------|--------|----------|-------|
| the | as | are | take | eat | goes | pull | many |
| to | be | come | where | again | write | cut | shall |
| and | have | if | every | play | always | kind | laugh |
| he | go | now | pretty | who | drink | both | |
| a | we | long | jump | been | once | sit | |
| I | am | no | green | may | soon | which | |
| you | then | came | four | stop | made | fall | |
| it | little | ask | away | off | run | carry | |
| of | down | very | old | never | gave | small | |
| in | do | an | by | seven | open | under | |
| was | can | over | their | eight | has | read | |
| said | could | yours | here | cold | find | why | |
| his | when | its | saw | today | only | own | |
| that | did | ride | call | fly | us | found | |
| she | what | into | after | myself | three | wash | |
| for | so | just | well | round | our | slow | |
| on | see | blue | think | tell | better | hot | |
| they | not | red | ran | much | hold | because | |
| but | were | from | let | keep | buy | far | |
| had | get | good | help | give | funny | live | |
| at | them | any | make | work | warm | draw | |
| him | like | about | going | first | ate | clean | |
| with | one | around | sleep | try | full | grow | |
| up | this | want | brown | new | those | best | |
| all | my | don't | yellow | must | done | upon | |
| look | would | how | five | start | use | these | |
| is | me | know | six | black | fast | sing | |
| her | will | right | walk | white | say | together | |
| there | yes | put | two | ten | light | please | |
| some | big | too | or | does | pick | thank | |
| out | went | got | before | bring | hurt | wish | |

APPENDIX C

Elaborations and Extensions in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw. I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

| DO | DON'T |
|--|--|
| <ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate. | <ul style="list-style-type: none"> • Just tell students to elaborate. |
| <ul style="list-style-type: none"> • Have students revise papers to add elaboration. | <ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration. |
| <ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. | <ul style="list-style-type: none"> • Require a five-paragraph essay. |
| <ul style="list-style-type: none"> • Have students write/draw for many purposes, audiences, and situations in draft format. | <ul style="list-style-type: none"> • Require that every piece of writing be taken to publication. |
| <ul style="list-style-type: none"> • Have students maintain a writing portfolio. | <ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process. |

Appendix D

Manuscript Letters

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

All letters begin at the top and as much as possible are made without picking up the pencil (one continuous stroke). Exceptions to the continuous stroke rule are letters that must be crossed or dotted and the letters k, x, y, K, Q, X, and Y. For further help with the strokes consult the Zaner Bloser Kindergarten Handwriting Text.

Appendix E – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.

- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikering

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>