

# **ELEMENTARY LANGUAGE ARTS CURRICULUM**

## **Kindergarten**

### ***With Access Points***

Revised June, 2008

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## 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:

<b>LA.</b>	<b>K.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

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 Stoke 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:

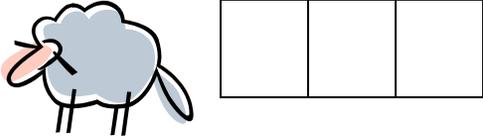
The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully 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**  
*Kindergarten*

**READINESS SKILLS:**

<b>Readiness</b>		<b>Standard 1: The student demonstrates a readiness to read.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>R.1</b>	<ul style="list-style-type: none"> <li>▪ Identify the eight basic colors.                             <ul style="list-style-type: none"> <li>○ red, blue, yellow, green, purple, orange, black, white</li> </ul> </li> </ul>		See Math Series				
<b>R.2</b>	<ul style="list-style-type: none"> <li>▪ determine if two printed words are the same or different</li> </ul>						
<b>R.3</b>	<ul style="list-style-type: none"> <li>▪ Classify object(s) by a given characteristic.</li> </ul>						
<b>R.4</b>	<ul style="list-style-type: none"> <li>▪ sequence objects by size (small, medium, large).</li> </ul>		See Math Series				
<b>R.5</b>	<ul style="list-style-type: none"> <li>▪ duplicate a given sound.</li> </ul>						
<b>R.6</b>	<ul style="list-style-type: none"> <li>▪ discriminate between sounds (loud/soft) and name certain sounds he/she hears.</li> </ul>		<b>Activity:</b> Play: <i>Guess the Sound</i> Students close their eyes. The teacher makes a sound (i.e., a pencil tapping on the board). Students try to identify the sound. Repeat using different sounds.				
<b>R.7</b>	<ul style="list-style-type: none"> <li>▪ tell if pairs of spoken words are the same or different.</li> </ul>						

**STRAND 1: Reading Process**

<b>Concepts of Print</b>		<b>Standard 1: The student demonstrates knowledge of the concept of print and how it is organized and read.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.1.1.1</b>	<ul style="list-style-type: none"> <li>▪ Locate a printed word on a page;</li> </ul>	SAT 10 (Orthographic Awareness, Printed Word to Spoken Word)  <i>Harcourt Storytown</i> Example: p.T85, Vol. 1	<b>Activity:</b> Morning News				
<b>LA.K.1.1.2</b>	<ul style="list-style-type: none"> <li>▪ Distinguish letters from words;                             <ul style="list-style-type: none"> <li>○ Pre-reading skill: match objects of pictures that are exactly alike</li> <li>○ Pre-reading skill: pick out an object or picture that is different from those in a group</li> </ul> </li> </ul>	Supporting Skill-SAT 10  <i>Harcourt Storytown</i> Example: p.T37, Vol. 1 See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Shared writing</li> </ul>					
<b>LA.K.1.1.3</b>	<ul style="list-style-type: none"> <li>▪ Identify the separate sounds in a spoken sentence;</li> </ul>	<ul style="list-style-type: none"> <li>▪ DIBELS</li> </ul> <i>Harcourt Storytown</i> Example: p.T27, Vol. 1	<b>Explanation:</b> Students should be able to state how many words are in a given sentence. Say then write.				
<b>LA.K.1.1.4</b>	<ul style="list-style-type: none"> <li>▪ Match print to speech;  <b>Note:</b> A student is matching print to speech when s/he:                             <ul style="list-style-type: none"> <li>○ points to each word as a sentence or phrase is being read,</li> <li>○ uses Elkonin* boxes to mark where in a word s/he hears a certain sound</li> <li>○ points to a spoken word on a chart or page (see LA.K.1.1.1)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> </ul> <i>Harcourt Storytown</i> Example: p. T25, Vol. 1	<p><b>*Elkonin Boxes</b> - Elkonin boxes can be used to teach phonemic awareness by having students listen for individual sounds and marking where they hear them in the boxes. Each box on an Elkonin box card represents one phoneme, or sound. The word sheep, which is spelled with five letters, has only 3 phonemes: /sh/ /ee/ /p/. Segmenting words is one of the more difficult skills children acquire. It is also one of the best predictors of future success in reading. Elkonin boxes allow students to physically segment words into phonemes.</p>  <p style="text-align: right;">“Put a marker where you hear the /e/ sound in ‘sheep’.”</p>				

<p><b>LA.K.1.1.5</b></p>	<ul style="list-style-type: none"> <li>▪ Identify parts of a book (e.g., front cover, back cover, title page)</li> </ul>	<p>Media Specialist <u>Harcourt Storytown</u> Example: p. T35, Vol. 1</p>					
<p><b>LA.K.1.1.6</b></p>	<ul style="list-style-type: none"> <li>▪ Move top to bottom and left to right on the printed page;</li> </ul>	<p>Supporting Skill -SAT 10 <u>Harcourt Storytown</u> Example: p. T31, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Read Aloud</li> <li>▪ Shared Writing</li> </ul>					
<p><b>LA.K.1.1.7</b></p>	<ul style="list-style-type: none"> <li>▪ Name all upper and lower case letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> <li>▪ DIBELS</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T28, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Sound/Spelling Cards</li> <li>▪ Big Book of Rhymes/Songs</li> </ul>					

**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Locate a printed word on a page;</li> <li>▪ Recognize that sentences are made of separate words;</li> <li>▪ Identify familiar books by their covers;</li> <li>▪ Hold books correctly and turn pages one at a time from front to back;</li> <li>▪ Name ten or more letters of the alphabet and identify whether a letter is upper or lower case</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Hold books correctly;</li> <li>▪ Turn pages one at a time in a book;</li> <li>▪ Locate print on a page or in the classroom environment; and identify one letter in own first name.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond to a familiar person reading a book aloud;</li> <li>▪ Identify picture of self.</li> </ul>
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**STRAND 1: Reading Process**

<b>Phonological Awareness</b>		<b>Standard 2:</b> The student demonstrates phonological awareness.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	08/09	09/10	10/11	11/12
<b>LA.K.1.2.1</b>	<ul style="list-style-type: none"> <li>Segment auditory sentences into the correct number of words:</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Skill – SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T27, Vol. 1</p>	<p><b>Note:</b> This skill connects to LA.K.1.1.3.</p>				
<b>LA.K.1.2.2</b>	<ul style="list-style-type: none"> <li>Identify, blend, and segment syllables in words;</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Skill – DIBELS</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T103, Vol. 1</p>					
<b>LA.K.1.2.3</b>	<ul style="list-style-type: none"> <li>Recognize and produce words that rhyme;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T327, Vol. 1</p> <ul style="list-style-type: none"> <li>See Routine Card #5</li> </ul>					
<b>LA.K.1.2.4</b>	<ul style="list-style-type: none"> <li>Identify, blend, and segment onset and rime.</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T101, Vol. 2</p>	<p><b>Resource:</b> Phonemic Awareness Continuum <a href="http://arkansased.org/nclb/ppt/rf_ca mp_g2_phonemic_033006.ppt">http://arkansased.org/nclb/ppt/rf_ca mp_g2_phonemic_033006.ppt</a></p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Identify words and environmental sounds that are the same or different;</li> <li>Identify words that rhyme;</li> <li>Segment auditory sentences into individual words;</li> <li>Orally blend and segment compound words with picture prompts.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Identify environmental sounds that are the same;</li> <li>Imitate rhyming words and rhythm in songs and poems.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Respond to rhythm in familiar songs and rhymes;</li> <li>Respond to environmental sounds.</li> </ul>			

**STRAND 1: Reading Process**

<b>Phonemic Awareness</b>		<b>Standard 3: The student demonstrates phonemic awareness.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.1.3.1</b>	<ul style="list-style-type: none"> <li>Identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat);</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS</li> <li>SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T188, Vol. 1</p>					
<b>LA.K.1.3.2</b>	<ul style="list-style-type: none"> <li>Blend and segment individual phonemes in simple, one-syllable words;</li> </ul>	<ul style="list-style-type: none"> <li>SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T420, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Word Work</li> </ul>					
<b>LA.K.1.3.3</b>	<ul style="list-style-type: none"> <li>Manipulate individual phonemes in CVC words through addition, deletion, and substitution</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T116, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Making Words</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Match familiar spoken words that start with the same sounds.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Distinguish whether environmental sounds are the same or different.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Respond to own name or other familiar spoken words.</li> </ul>		

**STRAND 1: Reading Process**

<b>Phonics/Word Analysis</b>		<b>Standard 4:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.1.4.1</b>	<ul style="list-style-type: none"> <li>▪ Recognize and recall the one to one correspondence between most letters and sounds;                             <ul style="list-style-type: none"> <li>○ The student should master at least 20 sounds. Letters such as <i>y</i>, <i>w</i>, <i>x</i>, and <i>q</i> may take longer to master.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> </ul> <p><u>Harcourt <i>Storytown</i></u> Example: p. T86, Vol. 1</p> <ul style="list-style-type: none"> <li>▪ Introduced</li> </ul>					
<b>LA.K.1.4.2</b>	<ul style="list-style-type: none"> <li>▪ Decode simple words in isolation and in context.                             <ul style="list-style-type: none"> <li>○ These are words that follow the CVC pattern, such as pig, run, and dog.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> </ul> <p><u>Harcourt <i>Storytown</i></u> Example: p. T41, Vol. 2</p> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Word Building</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Recognize that letters represent sounds;</li> <li>▪ Identify own first and last name in print;</li> <li>▪ Identify informational logos or symbols in the environment.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Recognize that words are made of letters;</li> <li>▪ Match own first name in print;</li> <li>▪ Identify pictorial logos or symbols in the environment.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond to spoken words and environmental sounds used as prompts or cues;</li> <li>▪ Respond to spoken words, gestures/signs, or referent objects in familiar stories, songs, rhymes, and routines.</li> </ul>		

**STRAND 1: Reading Process**

<b>Vocabulary Development</b>		<b>Standard 6: The student uses multiple strategies to develop grade appropriate vocabulary.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.1.6.1</b>	<ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly, In addition, students must master;                             <ul style="list-style-type: none"> <li>○ Identify the first fifteen high frequency words (see Appendix B)</li> <li>○ Identify the eight color words</li> <li>○ Identify number words zero through ten.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T146, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Robust Vocabulary</li> <li>▪ Vocabulary Development</li> </ul>	<p>Note: All vocabulary should include words, concepts, and text introduced and taught in Social Studies, Math, and Science as well as Reading.</p> <p><b>Resource: See Appendix E</b></p>				
<b>LA.K.1.6.2</b>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss both familiar and conceptually challenging text;</li> </ul>	<p>District Reading List</p> <p><u>Harcourt Storytown</u></p> <ul style="list-style-type: none"> <li>▪ Attention to Robust Vocabulary in all Themes</li> </ul>					
<b>LA.K.1.6.3</b>	<ul style="list-style-type: none"> <li>▪ Describe common objects and events in both general and specific language;                             <ul style="list-style-type: none"> <li>○ general language: the dog</li> <li>○ specific language: the large, black, jumping dog</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T176, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Centers</li> </ul>					
<b>LA.K.1.6.4</b>	<ul style="list-style-type: none"> <li>▪ Identify and sort common words into basic categories (e.g., colors, shapes, food);</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T113, Vol. 1</p>					
<b>LA.K.1.6.5</b>	<ul style="list-style-type: none"> <li>▪ Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after);</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T36, Vol. 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Practice/Apply</li> </ul>					

<p><b>LA.K.1.6.6</b></p>	<ul style="list-style-type: none"> <li>▪ Relate new vocabulary to prior knowledge                             <ul style="list-style-type: none"> <li>○ For example: when reading a book the teacher reads the word “chores”. The teacher asks the students to name chores they do.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p. T36, Vol. 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Practice/Apply</li> </ul>					
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**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly;</li> <li>▪ Listen to and talk about stories;</li> <li>▪ Identify and describe persons, objects, and actions in familiar activities</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly;</li> <li>▪ Listen to and interact with familiar stories;</li> <li>▪ Identify persons and objects in familiar activities.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond to new vocabulary that is introduced and taught directly;</li> <li>▪ Listen and respond to familiar stories;</li> <li>▪ Respond to a familiar person or object in routines.</li> </ul>
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**STRAND 1: Reading Process**

**Reading Comprehension Standard 7:** The student uses a variety of strategies to comprehend grade level text.

<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	08/09	09/10	10/11	11/12
<b>LA.K.1.7.1</b>	<ul style="list-style-type: none"> <li>Make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</li> </ul>	<ul style="list-style-type: none"> <li>SAT 10</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T31, Vol. 1</p>	<p><b>Note:</b> This skill can be covered in teacher presented text during shared reading or read-alouds.</p>				
<b>LA.K.1.7.2</b>	<ul style="list-style-type: none"> <li>Use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T44, Vol. 1</p>	<p><b>Note:</b> This skill can be covered in teacher presented text during shared reading or read-alouds.</p>				
<b>LA.K.1.7.3</b>	<ul style="list-style-type: none"> <li>Retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence;</li> </ul>	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<p><b>Activity:</b> Shared Writing Response: The class works together to complete a list of events, to summarize, or to write a gist of the story. A list of events can be illustrated by students and compiled into a class book.</p>				
<b>LA.K.1.7.4</b>	<ul style="list-style-type: none"> <li>Identify the author’s purpose as stated in the text</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T276, Vol. 1</p> <ul style="list-style-type: none"> <li>Limited coverage in TE</li> </ul>	<p><b>Note:</b> This occurs as a class discussion in conjunction with shared reading and/or read-alouds.</p>				

**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Make predictions about a story using text features (e.g., illustrations);</li> <li>Determine if pictures represent real or make believe;</li> <li>Identify characters, objects and actions pictured in familiar read-aloud stories;</li> <li>Identify the author’s purpose in read-aloud stories by answering literal yes/no questions.</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Identify pictures in familiar read-aloud stories;</li> <li>Identify familiar characters or objects pictured in read-aloud stories;</li> <li>Identify characters that relate to the author’s purpose in read-aloud stories.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Respond to familiar read-aloud stories;</li> <li>Attend to pictures or symbols used in routines;</li> <li>Respond to a familiar person or object in routines.</li> </ul>
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**STRAND 2: Literary Analysis**

<b>Fiction</b>		<b>Standard 1:</b> 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.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
LA.K.2.1.1	<ul style="list-style-type: none"> <li>▪ Identify familiar literary forms (e.g., fairy tales, stories, nursery rhymes, picture books); Note: Students should also be introduced to appropriately leveled dictionaries and their use.</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T66, Vol. 2</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Student made dictionaries</li> <li>▪ Picture dictionaries</li> </ul>				
LA.K.2.1.2	<ul style="list-style-type: none"> <li>▪ Retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;                             <ul style="list-style-type: none"> <li>○ This includes sequencing events in a story.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T65, Vol. 1</p>					
LA.K.2.1.3	<ul style="list-style-type: none"> <li>▪ Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T114, Vol. 1</p>	<p><b>Example:</b> <u>Chick-a Chick-a Boom Boom;</u> <u>Jam Berry;</u> <u>Buckle My Shoe</u></p>				

LA.K.2.1.4	<ul style="list-style-type: none"> <li>Select materials to read for pleasure;</li> </ul>	<u>Harcourt Storytown</u> <ul style="list-style-type: none"> <li>Use centers in TE to encourage independent reading</li> </ul>					
LA.K.2.1.5	<ul style="list-style-type: none"> <li>Participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting and sequence of events and connecting text to self (personal connection), and text to world (social connection).</li> </ul>	<u>Harcourt Storytown</u> Example: p. T35, Vol. 1 <ul style="list-style-type: none"> <li>Respond to Literature is used with each selection</li> </ul>	<b>Note:</b> Sample group responses could include: shared writing; class book; list of events; matching a description to a character (orally); making a character chart on which the teacher records the words that the students say describe each character; drawing a group picture of the setting.				

**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Contribute to a discussion about a read-aloud story;</li> <li>Identify events and characters in familiar read-aloud literary forms;</li> <li>Identify rhythm and word patterns in read-aloud poetry and songs;</li> <li>Select materials to view or listen to for pleasure;</li> <li>Contribute to a discussion about read-aloud stories, identifying a familiar character, object, or event.</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Recognize familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>Recognize events and characters pictured in familiar read-aloud literary forms;</li> <li>Imitate rhythm in read-aloud poetry and songs;</li> <li>Select materials to view or listen to for pleasure;</li> <li>Listen to and interact with familiar read-aloud stories, identifying pictures of characters, objects, or events.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Attend to familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>Respond to pictures or sounds of characters in familiar read-aloud stories;</li> <li>Respond to rhythm in read-aloud poetry or songs;</li> <li>Indicate a preference for familiar materials to view or listen to for pleasure;</li> <li>Use non-verbal expression, gestures/signs, pictures, symbols or words to respond to pictures or sounds of characters in familiar read-aloud stories.</li> </ul>
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**STRAND 2: Literary Analysis**

<b>Non-Fiction</b>		<b>Standard 2:</b> 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.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.2.2.1</b>	<ul style="list-style-type: none"> <li>Identify the purpose of non-fictional text (to provide information or inform)</li> </ul>	Harcourt <i>Storytown</i> Example: p. T443, Vol. 2	Note: These concepts are easily taught and reinforced through texts used in Social Studies, Math, and Science as well as Reading.				
<b>LA.K.2.2.2</b>	<ul style="list-style-type: none"> <li>Retell important facts from a (non-fiction) text heard or read;</li> </ul>	Harcourt <i>Storytown</i> Example: p. T281, Vol. 2					
<b>LA.K.2.2.3</b>	<ul style="list-style-type: none"> <li>Select non-fiction material to read for pleasure.</li> </ul>						
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will <ul style="list-style-type: none"> <li>Identify pictures and symbols that provide information;</li> <li>Identify facts in familiar read-aloud informational text;</li> <li>Select non-fiction materials to view or listen to for pleasure.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>Identify pictures or objects that provide information;</li> <li>Recognize familiar read-aloud informational text;</li> <li>Select non-fiction materials to view or listen to for pleasure.</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>Respond to familiar persons and routines;</li> <li>Indicate preference for familiar non-fiction materials to view or listen to for pleasure.</li> </ul>			

**STRAND 3: Writing Process**

<b>Pre-Writing</b>		<b>Standard 1: The student will use prewriting to generate ideas and formulate a plan.</b>					
<b>Benchmark: The student will prewrite by:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.3.1.1</b>	<ul style="list-style-type: none"> <li>Connecting thoughts and oral language to generate ideas;</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Writer’s Continuum –</li> <li>District Writing Plan;</li> <li>Writing Portfolio</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T11, Vol. 1</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook- <i>Ideas</i>: Group response or group writing</li> </ul>				
<b>LA.K.3.1.2</b>	<ul style="list-style-type: none"> <li>Drawing a picture about ideas from stories read aloud or generated through class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning Writer’s Continuum –</li> <li>District Writing Plan;</li> <li>Writing Portfolio</li> </ul> <p><u>Harcourt Storytown</u> ▪ Literacy Centers</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook- <i>Ideas</i></li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Pre-write by identifying familiar persons, objects, or events to generate ideas for pictures that tell a story.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Pre-write by selecting familiar persons or objects to generate ideas for a picture that tells a story.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects or routines).</li> </ul>			

**STRAND 3: Writing Process**

<b>Drafting</b>		<b>Standard 2:</b> The student will write a draft appropriate to the topic, audience and purpose.					
<b>Benchmark:</b> The student will draft writing by:		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	08/09	09/10	10/11	11/12
<b>LA.K.3.2.1</b>	<ul style="list-style-type: none"> <li>▪ Drawing, telling or writing about a familiar experience, topic or text;                             <ul style="list-style-type: none"> <li>○ Note: The expectation is that by or during the fourth nine week grading period the student is beginning to write a simple sentence or complete a sentence frame.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T11, Vol. 1</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Sample Sentence Frame: <i>When I play I like to _____.</i></li> </ul>				
<b>LA.K.3.2.2</b>	<ul style="list-style-type: none"> <li>▪ Creating a group draft, scripted by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Six Traits of Writing Notebook-<i>Ideas</i></li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>▪ Creating a picture;</li> <li>▪ Dictating words or phrases that tell a story or describe the picture</li> </ul>		<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>▪ Selecting or creating a picture that tells a story about familiar persons, objects or events.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.</li> </ul>		

**STRAND 3: Writing Process**

<b>Revising</b>		<b>Standard 3: The student will revise and refine the draft for clarity and effectiveness.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.3.3.1</b>	<ul style="list-style-type: none"> <li>▪ review the draft by adding details to the draft and checking for logical thinking with prompting.</li> <li>○ <b>Note:</b> <i>This benchmark carries the understanding that beginning attempts at revision must be done in <u>small group with extensive teacher modeling and interaction</u>. In this context students should begin to understand the use of the proofreading/revision symbols* that allow a writer to insert or delete without rewriting the entire piece or using extensive erasure.</i></li> <li>○ <i>The <u>draft</u> may be a drawing, a telling, or student writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T225, Vol. 1</p>	<p><b>Resource:</b> Six Traits of Writing Notebook - Ideas, Proofreading/editing Symbols (ex. *caret for insertion, one line through for deletion, etc.)</p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will revise by:</p> <ul style="list-style-type: none"> <li>▪ Reviewing the picture and dictation;</li> <li>▪ Adding details to the picture or dictation with prompting;</li> <li>▪ Copying dictated words and phrases.</li> </ul>		<p><i>Supported:</i> The student will revise by:</p> <ul style="list-style-type: none"> <li>▪ Reviewing the picture;</li> <li>▪ Adding to the picture with prompting.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>			

**STRAND 3: Writing Process**

<b>Editing for Language Conventions</b>		<b>Standard 4: The student will edit and correct the draft for standard language conventions</b>					
<b>Benchmark: The student will correctly use:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.3.4.1</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of letter/sound relationships to spell simple words;</li> <li>▪ Note: Connect to CVC reading patterns and phonics instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAT 10</li> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u></p> <ul style="list-style-type: none"> <li>▪ Covered somewhat in Phonics activities.</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Six Traits of Writing Notebook - <i>Conventions</i></li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Word Family Charts</li> </ul>				
<b>LA.K.3.4.2</b>	<ul style="list-style-type: none"> <li>▪ Capital letters to begin “important words” (sentences and names);</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T51, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Six Traits of Writing Notebook - <i>Conventions</i></li> </ul>				
<b>LA.K.3.4.3</b>	<ul style="list-style-type: none"> <li>▪ End punctuation, including periods, question marks and exclamation points.</li> <li>▪ This is an introductory skill requiring much teacher modeling, prompting and interaction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T342, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Six Traits of Writing Notebook - <i>Conventions</i></li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will correctly use:</p> <ul style="list-style-type: none"> <li>▪ Left to right progression;</li> <li>▪ Sequencing of letters in words;</li> <li>▪ Capitalization of own first name.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Attempt to copy or write name on picture.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</li> </ul>		

**STRAND 3: Writing Process**

<b>Publishing</b>		<b>Standard 5: The student will write a final product for the intended audience.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.3.5.1</b>	<ul style="list-style-type: none"> <li>▪ Produce, illustrate and share a finished piece of writing.</li> <li>▪ This is a second semester objective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u></p> <ul style="list-style-type: none"> <li>▪ Example: p. T11, Vol. 1 (Introduced)</li> </ul> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>	<p><b>Note:</b> This is the publication phase of the writing process. There is no expectation that every piece of writing reach the publication phase.</p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Produce and share pictures with descriptions or stories.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Produce and share pictures that tell a story.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Effectively communicate wants and needs, with prompting, to a familiar person.</li> </ul>			

**STRAND 4: Writing Applications**

<b>Creative</b>		<b>Standard 1: The student develops and demonstrates creative writing.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.4.1.1</b>	<ul style="list-style-type: none"> <li>▪ Create narratives by drawing, dictating, and/or using emergent writing;</li> <li>▪ Note: See the Beginning Writer's Continuum in the District Writing Plan for a complete description of emergent writing.</li> <li>▪ Temporary spelling is acceptable and encouraged as students learn to apply sound letter relationships to communicate through writing. Correction may be handled through editing, and correct spelling patterns are consistently modeled in teacher interaction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T100, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> <li>▪ Literacy Kit Centers</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>▪ Six Traits of Writing Notebook – <i>Ideas, Organization, Voice</i></li> </ul>				
<b>LA.K.4.1.2</b>	<ul style="list-style-type: none"> <li>▪ Participate in writing a variety of simple stories, poems, rhymes or song lyrics.</li> <li>▪ The goal is to develop writing fluency through exposure to and experimentation with a variety of writing genres, not mastery of a specific format.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T186, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Oral Language</li> </ul>	<p><b>Resource:</b></p> <p>Six Traits of Writing Notebook – <i>Ideas, Organization, Voice</i></p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Create pictures with dictation that tell a story;</li> <li>▪ Contribute to group recitation of rhymes, songs, or chants with expression.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Create pictures that tell a story about familiar persons or objects;</li> <li>▪ Contribute to group recitation of familiar rhymes or songs.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Communicate recognition of familiar persons or objects;</li> <li>▪ Respond to rhythm in read-aloud poems, rhymes or songs.</li> </ul>			

**STRAND 4: Writing Applications**

<b>Informative</b>		<b>Standard 2:</b> The student develops and demonstrates informative writing that provides information related to real-world tasks.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.4.2.1</b>	<ul style="list-style-type: none"> <li>▪ Participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;                             <ul style="list-style-type: none"> <li>○ The goal is the development of writing fluency – see LA.K.4.1.2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T11, Vol. 1</p>	<p>These writing benchmarks lend themselves to connection with Social Studies, Science, and Math writing. Teachers are encouraged to apply and practice writing skills across the curriculum rather than isolating to one portion of the day.</p>				
<b>LA.K.4.2.2</b>	<ul style="list-style-type: none"> <li>▪ Participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T11, Vol. 1</p>					
<b>LA.K.4.2.3</b>	<ul style="list-style-type: none"> <li>▪ Participate in group setting to identify the topic as expressed in informational/expository text, and discuss related details;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T409, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>					
<b>LA.K.4.2.4</b>	<ul style="list-style-type: none"> <li>▪ Communicate with teacher as scribe, including friendly letters and thank-you notes;</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T409, Vol. 1</p>					

<p><b>LA.K.4.2.5</b></p>	<ul style="list-style-type: none"> <li>▪ Draw a simple map of the classroom.                             <ul style="list-style-type: none"> <li>○ <i>Social Studies Connection</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T141, Vol. 2</p> <ul style="list-style-type: none"> <li>▪ See Writing Prompt</li> </ul>					
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**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words;</li> <li>▪ Contribute to group writing of functional text (e.g., thank-you notes, messages, labels) by creating pictures and dictating.</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Contribute to group recording of expository information by creating pictures;</li> <li>▪ Contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Communicate recognition of familiar persons or objects;</li> <li>▪ Attend to pictures or informational materials.</li> </ul>
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**STRAND 4: Writing Application**

<b>Persuasive</b>		<b>Standard 3:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.4.3.1</b>	<ul style="list-style-type: none"> <li>Draw a picture and use it to explain why this item (food, pet, person) is their favorite.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><i>Harcourt Storytown</i> Example: p. T127, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Use Writing Prompt</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>Choose a favorite item and tell about it.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Choose a favorite item and name the item.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Communicate recognition of familiar persons or objects.</li> </ul>		

**STRAND 5: Communication**

<b>Penmanship</b>		<b>Standard 1: The student engages in the writing process and writes to communicate ideas and experiences.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.5.1.1</b>	<ul style="list-style-type: none"> <li>▪ Print all uppercase and lowercase letters of the alphabet and recognize the difference between the two;</li> <li>▪ Zaner-Bloser Continuous Stroke (See Appendix D)</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T29, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>					
<b>LA.K.5.1.2</b>	<ul style="list-style-type: none"> <li>▪ Write from left to right and top to bottom of page;</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T75, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>					
<b>LA.K.5.1.3</b>	<ul style="list-style-type: none"> <li>▪ Recognize spacing between letters and words; <b>Note:</b> Kindergarten students should begin to understand the separation between words and that letters within words do not have as much space between them. This will happen through modeling and teacher discussion with small group as well as teacher conferencing with individual students about their beginning writing attempts. This begins as students learn to put a space between their first and last names.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T75, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>					

<p><b>LA.K.5.1.4</b></p>	<ul style="list-style-type: none"> <li>▪ Print own first and last name;</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Writing Plan;</li> <li>▪ Writing Portfolio Writing Portfolio (see Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p. T75, Vol. 1</p>					
<p><b>LA.K.5.1.5</b></p>	<ul style="list-style-type: none"> <li>▪ Understand the concept of writing and identifying numerals.</li> </ul> <p><b>Note:</b> Students should be able to print numerals to represent numbers in their writing.</p>	<p><u>Harcourt Storytown</u> Example: p. T35, Vol. 2</p>	<p>Math Connection</p>				
<p><b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b></p>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Copy own first name;</li> <li>▪ Copy letters and words from left to right with a visual cue;</li> <li>▪ Copy with spacing between words.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Make letter-like scribbles to attempt to write and express own name.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</li> </ul>			

**STRAND 5: Communication**

<b>Listening and Speaking</b>		<b>Standard 2: The student effectively applies listening and speaking strategies.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.5.2.1</b>	<ul style="list-style-type: none"> <li>▪ Listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T , Vol. 1</p>					
<b>LA.K.5.2.2</b>	<ul style="list-style-type: none"> <li>▪ Listen attentively to fiction and non-fiction read-alouds and demonstrate understanding;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T31, Vol. 1</p>	<p><b>Some Ways to Demonstrate Understanding:</b></p> <ul style="list-style-type: none"> <li>▪ Answering oral questions;</li> <li>▪ participating in retelling;</li> <li>▪ drawing a picture;</li> <li>▪ shared writing;</li> <li>▪ dramatization</li> </ul>				
<b>LA.K.5.2.3</b>	<ul style="list-style-type: none"> <li>▪ Repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);                             <ul style="list-style-type: none"> <li>○ This can be in the form of chants and rhythm games where the teacher says a line and the students repeat.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T40, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Reading</li> <li>▪ Choral Reading</li> </ul>					
<b>LA.K.5.2.4</b>	<ul style="list-style-type: none"> <li>▪ Recite short poems, rhymes, songs and stories with repeated patterns;                             <ul style="list-style-type: none"> <li>○ Teachers are encouraged to give students multiple repeated exposures to poetry and literature pieces in order to access student long-term memory. This often results in memorization.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T26, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Reading</li> <li>▪ Choral Reading</li> </ul> <p>Also addressed in:</p> <ul style="list-style-type: none"> <li>▪ Big Book of Rhymes/Songs</li> </ul>					
<b>LA.K.5.2.5</b>	<ul style="list-style-type: none"> <li>▪ Communicate effectively when relating experiences and retelling stories heard;                             <ul style="list-style-type: none"> <li>○ participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker (LA.K.1.5.2.6)</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T38, Vol. 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Oral Language</li> </ul>					

<p><b>LA.K.5.2.6</b></p>	<ul style="list-style-type: none"> <li>▪ Use complete sentences when speaking.</li> </ul>	<p>District Writing Plan (subskill)</p> <p><u>Harcourt Storytown</u> Example: p. T38, Vol. 1</p>					
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**ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Listen for informative purposes (e.g., following prompts, directions);</li> <li>▪ Listen to familiar read-alouds and answer literal yes/no questions about persons, objects and actions in pictures;</li> <li>▪ Repeat auditory sequences (e.g., words, rhythmic patterns);</li> <li>▪ Recite short poems, rhymes and songs;</li> <li>▪ Respond to familiar greetings and questions in complete sentences;</li> <li>▪ Communicate effectively when relating experiences.</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Listen for informative purposes (e.g., following oral prompts while performing tasks);</li> <li>▪ Listen to familiar read-aloud stories and poems and identify objects or persons;</li> <li>▪ Repeat rhythmic patterns;</li> <li>▪ Repeat rhymes and songs;</li> <li>▪ Communicate effectively when relating familiar experiences;</li> <li>▪ Respond to familiar greetings and questions with words and phrases.</li> </ul>	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Listen for informative purposes (e.g., following prompts, cues);</li> <li>▪ Respond to familiar read-aloud stories or poems;</li> <li>▪ Respond to own name and familiar greetings;</li> <li>▪ Communicate needs.</li> </ul>
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**STRAND 6: Information and Media Literacy**

<b>Informational Text</b>		<b>Standard 1:</b> The student comprehends the wide array of informational text that is part of our day to day experience.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.6.1.1</b>	<ul style="list-style-type: none"> <li>▪ Identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and <i>fictional text</i> (e.g., stories, poems).</li> </ul>	<p><u>Harcourt <i>Storytown</i></u> Example: p. T185, Vol. 1</p> <p><u>Harcourt <i>Trophies</i></u></p> <ul style="list-style-type: none"> <li>▪ I Read Signs</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Identify information in pictures and symbols.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Identify information in familiar pictures or objects.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond to familiar persons or objects.</li> </ul>			

**STRAND 6: Information and Media Literacy**

<b>Research Process</b>		<b>Standard 2: The student uses a systematic process for the collection, processing and presentation of information.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.6.2.1</b>	<ul style="list-style-type: none"> <li>▪ Ask questions and recognize the library media specialist or teacher as an information source;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T112, Vol. 2</p>					
<b>LA.K.6.2.2</b>	<ul style="list-style-type: none"> <li>▪ Use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards, word walls);                             <ul style="list-style-type: none"> <li>○ Note: The expectation for alphabetical order at the kindergarten level is that the student be able to accurately recite the alphabet.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T289, Vol. 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Picture Dictionary</li> <li>▪ Student made dictionary</li> <li>▪ Word Wall</li> </ul>					
<b>LA.K.6.2.3</b>	<ul style="list-style-type: none"> <li>▪ Participate in creating a simple class report where the teacher is the scribe;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T51, Vol. 4 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Shared Writing</li> </ul>	<p><b>Example:</b> Group science project; class book.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>▪ Project Learning Tree</li> </ul>				
<b>LA.K.6.2.4</b>	<ul style="list-style-type: none"> <li>▪ Recognize that authors, illustrators, and composers create informational sources.                             <ul style="list-style-type: none"> <li>○ Know that the author’s name is usually on the cover or at the front of a book.</li> <li>○ Know that the illustrator is the one who drew or painted the pictures (illustrations).</li> <li>○</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p. T269, Vol. 5</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Book Reports</li> <li>▪ Author Visits</li> <li>▪ Writing Contest</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Ask about a topic or interest and recognize the teacher as an information source;</li> <li>▪ Use information from pictures and symbols to answer questions;</li> <li>▪ Contribute information for simple report where the teacher is the scribe;</li> <li>▪ Recognize that people who write books are called authors.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Ask about familiar person or object and recognize the teacher as an information source;</li> <li>▪ Use information in familiar pictures or objects to answer questions;</li> <li>▪ Contribute to a simple informational display where the teacher is the scribe;</li> <li>▪ Recognize that people (authors) write books.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Recognize and respond to familiar persons or objects;</li> <li>▪ Communicate recognition of familiar persons or objects;</li> <li>▪ Attend to books or other print material.</li> </ul>		

**STRAND 6: Information and Media Literacy**

<b>Media Literacy</b>		<b>Standard 3:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.6.3.1</b>	<ul style="list-style-type: none"> <li>Recognize print and non-print media;                             <ul style="list-style-type: none"> <li>--Print Media: books, newspapers, etc.</li> <li>---NonPrint Media: radio, television, video, etc.</li> </ul> </li> </ul>	Harcourt <i>Storytown</i> Example: p. T409, Vol. 1					
<b>LA.K.6.3.2</b>	<ul style="list-style-type: none"> <li>State the main idea after viewing media.</li> </ul>	Harcourt <i>Storytown</i> Example: p. T445, Vol. 1	<b>Examples:</b> pictures, magazines, video or digital pictures				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will: <ul style="list-style-type: none"> <li>Answer literal yes/no questions about persons, objects and actions after viewing familiar print media (e.g., pictures, books).</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>Answer literal yes/no questions about persons after viewing familiar print media (e.g., pictures, books).</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>Respond to familiar print media (e.g., pictures, books).</li> </ul>			

**STRAND 6: Information and Media Literacy**

<b>Technology</b>		<b>Standard 4:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.					
<b>Benchmark: The student will:</b>		<b>Assessment/Correlation Information</b>	<b>Resources/Notes</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>LA.K.6.4.1</b>	<ul style="list-style-type: none"> <li>▪ Use technology (e.g., drawing tools, writing tools) resources to support learning.</li> </ul>	Harcourt <i>Storytown</i> Example: p. T251, Vol. 1 See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Literacy Kit Center</li> <li>▪ Card 19</li> <li>▪ Technology Component</li> </ul>	<b>Activity:</b> Students practice keyboarding skills.				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will: <ul style="list-style-type: none"> <li>▪ Use technology resources e.g., interactive books, software or hardware) to support learning.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>▪ Use a technology resource (e.g., interactive books, software or hardware) to support learning.</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>▪ Respond to a technology resource.</li> </ul>			

**APPENDIX A**  
***Specific FCAT Test Specification Information***

**All test items at 3<sup>rd</sup> grade are in Multiple Choice (MC) format.**

**LA.A.1.2.3 (Cluster 1)**

<b>Benchmark</b>	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.
<b>Benchmark Clarification</b>	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.
<b>Content Limits</b>	<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 3<sup>rd</sup> 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>
<b>Passage Attributes</b>	<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>
<b>Response Attributes</b>	<p>Distractors may include, but are not limited to, the following:</p> <ul style="list-style-type: none"><li>○ incorrect meanings of words or phrases</li><li>○ correct meaning of words or phrases that do not fit the context</li><li>○ words with construct similar to correct response(e.g., same prefix)</li><li>○ incorrect interpretations of contractions</li></ul> <p>Items assessing antonyms will not include synonyms as distractors; similarly, items assessing synonyms will not include antonyms as distractors.</p>
<b>Sample Question Stems</b>	<ul style="list-style-type: none"><li>▪ Which words from the story have almost the SAME meaning?</li><li>▪ This sentence means _____?</li><li>▪ When Jordy tells Bloocher to “fetch” the stick, he wants Bloocher to _____?</li></ul>

### 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:

- 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)**

<b>Benchmark</b>	The student recognizes the use of comparison and contrast in a text.
<b>Benchmark Clarification</b>	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.
<b>Content Limits</b>	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.
<b>Passage Attributes</b>	Passages may be literary text or informational text.  The passages will include clear elements that can be compared and/or contrasted.
<b>Response Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>○ incorrect comparisons</li><li>○ incorrect contrasts</li><li>○ incorrect identifications of compared or contrasted elements</li><li>○ plausible but incorrect responses based on the text</li></ul>
<b>Sample Question Stems</b>	<ul style="list-style-type: none"><li>▪ How are _____ and _____ ALIKE?</li><li>▪ What is ALIKE about the first three steps in building _____?</li></ul>

### **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.

The passage must include a cause-and-effect relationship. The relationship may be stated or implied.

**Response Attributes** 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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Just tell students to elaborate.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students revise papers to add elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell students there must be three paragraphs, and each paragraph must have an elaboration.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points.</li> </ul>	<ul style="list-style-type: none"> <li>• Require a five-paragraph essay.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students write/draw for many purposes, audiences, and situations in draft format.</li> </ul>	<ul style="list-style-type: none"> <li>• Require that every piece of writing be taken to publication.</li> </ul>
<ul style="list-style-type: none"> <li>• Have students maintain a writing portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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 Pikerling

## 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.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.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>