LANGUAGE ARTS CURRICULUM GUIDE

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FLUENCY, PRINT CONCEPTS & PHONICS STRATEGY	HOUGHTON MIFFLIN DECODING & SPELLING SKILLS	CURRICULUM FRAMEWORK ESSENTIAL KNOWLEDGE, SKILLS & PROCESSES

To be successful with this standard, students are expected to
 	
 • engage in reading-aloud activities voluntarily
 	
 • read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud
 	
 • use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading
 	
 • use expression and intonation to convey meaning when reading aloud
 	
 • practice reading in texts on their independent reading level to develop accuracy, fluency, and expression
 	
 • demonstrate concepts of print and spoken word by
   ◦ tracking print from left to right and top to bottom
   ◦ following print from one line to the next line (return sweep)
   ◦ matching spoken words to print
 • identify letters, words, and sentences
 • differentiate between letters and words by
   ◦ recognizing spaces between words in sentences
   ◦ locating capital letters in sentences
   ◦ locating periods, question marks, and exclamation points, speech bubbles, and quotation marks.
	Fluency
	 • **Modeling and explicit explanation:** reading with expression, pausing at period, voice reflect exclamation point
	 • Echo reading
	 • Rereading familiar text
	 • Independent reading
	
	 Concepts of Print
	
	 • Identifying sentences
	 • Capitals: beginning of sentence, title, proper nouns
	 • End punctuation(.?!) and commas
	 • Directionality: left to right and return sweep
	 • Reading labels
	
	 Phonics/Decoding Strategy
	 • Look carefully at the word.
	 • Think about the sounds for the letters.
	 • Blend the sounds to read the word.
	 • Ask yourself: Is it a word I know? Does it make sense in what I am reading?
	
	 Phonemic Awareness
	 • **Routine:** isolate and blend phonemes, connect sounds to letters, count sounds in words, guide practice
	 • **Activities:** VC and CVC single-syllable words
	 • **Rhyme:** identifying rhyming words in word families
		Clarify for Phonics/Decode
		
		 Week 1
		 Blending Phonemes
		 • **Consonants**: d, w, l, x (Target)
		 • **Short vowel words**: o, VC and CVC words (Target)
		
		 Week 2
		 Blending Phonemes
		 • **Consonants**: y, k, v (Target)
		 • **Short vowel words**: e, VC and CVC words (Target)
		
		 Week 3
		 Blending Phonemes
		 • **Consonants**: q, j, z (Target)
		 • **Short vowel words**: u, VC and CVC
		   words (Target)
			To be successful with this standard, students are expected to
			
			 • isolate and manipulate phonemes
			
			 • count phonemes in words with a maximum of three syllables
			
			 • identify the onset and rime of words
			
			 • generate words that rhyme with a teacher-given word
			
			 • segment words by saying each sound
			
			 • blend separately spoken phonemes to make word parts and words with one to three syllables
			
			 • identify whether the middle vowel sound is the same or different in a set of one-syllable words
			
			 • sort picture cards by beginning and ending phoneme
			
			 • apply knowledge of beginning and ending consonants and short vowels in single-syllable words by
			   ◦ recognizing beginning and ending consonant sounds
			   ◦ separating the sounds in a word
			   ◦ blending separately spoken phonemes to make a word
			   ◦ spelling words
			
			 • accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*),

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN HIGH-FREQUENCY WORDS	HOUGHTON MIFFLIN VOCABULARY	ZANER-BLOSER HANDWRITING

To be successful with this standard, students are expected to
• learn and use new words encountered in discussions and in books that are read aloud
• use words to orally describe actions, people, places, things, and ideas
• use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over,* to give directions orally
• ask for meanings and clarification of unfamiliar words and ideas
• use singular and plural nouns appropriately
• read common high-frequency sight words
• participate in a variety of oral language activities, such as
  ° listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
  ° listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives
  ° listening to stories and poems read aloud daily
  ° participating in discussions about stories and poems
  ° talking about words and their meanings as they are encountered in stories, poems, and conversations
  ° giving reactions to stories and poems
• listening and responding to stories and poems presented
• participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns
• tell and retell stories and events in logical order by
  ° retelling stories orally and through informal drama
  ° dictating retelling of stories
  ° creating their own stories, poems, plays, and songs
  ° indicating first, next, and last events in a story
• extend the story orally or with drawings
• express themselves in complete sentences.
• use appropriate pencil grip
• use standard letter formation
• use standard number formation.
	• **Week 1, Day 2:** what, in, once, upon, two, three, four, five (Target)
	
	• **Week 2, Day 2:** do, I, me, is, said, for, my, you (Target)
	
	• **Week 3, Day 2:** are, away, does, he, live, pull, they, where (Target)
	
	ORAL LANGUAGE
	
	• Retelling (using language of the selection; answering who, where, when, what, how
	• Class discussion
	• Singing songs
	• Identifying objects on picture cards
	• Reciting chants, poems
	• Riddles
	• Choral Reading
		Week 1
		• **Number Words**
		• **Fun Things:** class toy box
		
		Week 2
		• **Opposites:** on/off, hot/cold, up/down, etc.
		• **Foods:** breakfast, lunch, supper
		
		Week 3
		• **Days of the week**
		• **Homographs**	

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HOUGHTON MIFFLIN **CORE COMPREHENSION STRATEGIES**	HOUGHTON MIFFLIN **COMPREHENSION SKILLS**	HOUGHTON MIFFLIN **LITERARY CONCEPTS**	**RESOURCES**
• **Question** **(target Week 1)** ➢ Ask questions that can be answered as you read or after you finish reading. • **Monitor/Clarify** **(target Week 2)** ➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➢ If you don't understand something, reread, read ahead, or use the illustrations. • **Summarize** **(target Week 3)** ➢ Think about the main ideas or the important parts of the selection. Tell in your own words the important things you have read	• **Noting details** **(target)** ➢ Pay close attention to details in pictures and text as you read story. ➢ Use details to ask questions about story • **Rereading for Understanding (target)** • **Distinguishing Between Fantasy and Realism (target)** ➢ In fantasy, things happen that could not happen in real life. ➢ While reading stories, think about whether things are real or make-believe. • **Using Story Structure** **(target)** ➢ Beginning – introduces character and setting and sets up a situation; Middle – resolves situation; End – tells whether or not the situation was resolved ➢ Remembering story parts can help to understand what is happening in the story • Categorizing and classifying • Draw conclusions • Making inferences • Compare and contrast • Making predictions • Cause and effect	**Imaginative Literature** • **Genre:** fantasy, realistic fiction, poems • Story structure: characters, setting, problem • Jokes and Lyrics: purpose to entertain • Drama: narrator, characters, how to read a play **Nonfiction** • **Genre:** nonfiction selections - social studies, science • Print features: title, headings, captions, photographs, labels, lists • Text organization: topic, main idea and supporting details • Realistic texts: make-believe vs. real life; story structure vs. informational texts; fantasy vs. realism • Social studies, science, art article: topic/title; information/sequence; visuals/pictures • Pictures: gathering information from	• **Theme 2: Surprise** (Houghton Mifflin) • Alphabet/Letter Books • Wordless Picture Books (fiction/story and nonfiction/informational) • Decodable Books • Predictable Books • Appropriate Leveled Books • Appropriate Concept Books • Breakthrough To Literacy Books • <u>Words Their Way</u> Text & Word Sort CD • MCPS Word Sort CD
	Comprehension Tools		
	• Venn diagram	• Listing what students have learned	• Multiple -column chart • Web diagram	

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING	ASSESSMENT TOOLS
To be successful with this standard, students are expected to • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic • spell high-frequency sight words and phonetically regular words correctly in final copies • sound out words in order to spell them phonetically • use correct end punctuation • begin each sentence with a capital letter • use familiar writing forms, including lists, letters, stories, reports, messages, and poems • create artwork or a written response that shows comprehension of a selection • extend the story orally or with drawings • share writing with others.	**Language Concepts/Grammar Daily Language Practice** **Week 1** • Capitalizing names • Word order in sentences **Week 2** • Using naming words (nouns) – person, animal, place, thing **Week 3** • Using action words (verbs) - tells what someone does	**Preparing for Writing** • Experience • Discussion • Shared reading selection • Planning beginning, middle, end **Shared Writing** • **A Class Letter** • **A Class Message** • **A Class Diary** **Interactive Writing** • **A Class Letter** • **A Class Message** • **A Diary** **Independent Writing** • **Writing a story** • **Using alliteration** • **Writing about animals** • **Writing about bugs**	**Theme 2: Surprise!** Houghton Mifflin **Observational Checklist** **Phonics Decoding Screening Test** **Leveled Reading Passages Assessment Kit** **End-of-Selection Assessment** (Multiple Choice and SOL format) **End-of-Theme Assessment** Integrated Theme Test or Theme Skills Test **Spelling activities and/or test** **Daily Writing Activities** **Student Practice Book Activities**