

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Reading/Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Participates in shared reading activities using predictable language text and big books; participates in repeated readings such as buddy, echo, and varied forms of choral reading 2. Reads a variety of materials with increasing fluency, participating daily in flexible groups under the guidance of a teacher to: <ul style="list-style-type: none"> - Read first grade level texts used for class instruction - Read developmentally appropriate materials - Participate in cooperative group activities (L.A.A.1.1.2)(L.A.A.1.1.3) 3. Looks at or reads independently, for a sustained period daily, selecting from diverse materials including wordless, predictable language, and picture books as well as stories, experience charts, books, and other writing by self and others (L.A.A.2.1.2)(L.A.C.1.1.2) 4. Reads at least one book per week from school, home, or public library (L.A.A.2.1.2) 5. Listens to a daily reading on or above grade level from a variety of genres with a special emphasis on fairy tales and stories about families around the world (L.A.C.1.1.1)(L.A.E.1.1.1) 6. Identifies and explores favorite authors, illustrators, and titles and engages in the study of the works of a single author (L.A.C.1.1.2) 	<p>A. After reading a grade level story with the resolution omitted, the student will demonstrate comprehension by:</p> <ol style="list-style-type: none"> a. identifying characters, setting, and sequence of events using a graphic organizer such as a simple story map b. creating an original ending that is appropriate to the story elements identified (L.A.E.1.1.2) 	<p>After successfully completing this course, the student should be able to comprehend the elements of a grade level story by:</p> <p>Advanced: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, sequence of events; (2) highlighting key elements; and (3) writing/illustrating story using information from graphic organizers/story map to retell story and create an original ending.</p> <p>Intermediate: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, sequence of events; (2) highlighting key elements; and (3) retelling what happened and creating an original ending through the use of role playing, illustrations, and written responses.</p> <p>Novice: (1) using a graphic organizer to identify the story elements (title/author, setting, characters, sequence of events) in a cooperative group with teacher's assistance; (2) highlighting key elements; and (3) retelling what happened and create an original ending through the use of visuals, illustrations, role playing, teacher prompting, and simple written responses.</p>

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	<p>7. Relates reading to own experiences; makes predictions by:</p> <ul style="list-style-type: none"> - Relating new information to prior knowledge - Previewing pictures and titles (L.A.A.1.1.1)(L.A.E.2.1.1) <p>8. Reads, identifies, and understands key vocabulary words and concepts encountered in instruction (L.A.A.1.1.2)</p> <p>9. Begins to integrate context clues (both meaning and sentence structure), structural analysis, phonetic cues, and pictures while reading (L.A.A.1.1.1)(L.A.A.1.1.2)</p> <p>10. Monitors own reading by correcting miscues and rereading text</p> <p>11. Begins to retell stories including characters, setting, problem/goal, events, and resolution (L.A.A.1.1.4)(L.A.C.1.1.4)</p> <p>12. Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theatre, Story Theatre, plays, writing, art, and music (L.A.E.2.1.1)</p> <p>13. Uses information presented in a familiar story or a selection to:</p> <ul style="list-style-type: none"> - restate ideas in own words - Identify the theme or main idea - Generate and respond to details such as who, what, where, when, and why - Begin to recognize and understand cause and affect relationships - Begin to draw conclusions - Sequence events in a story or factual selection (L.A.A.1.1.4)(L.A.A.2.1.1)(L.A.B.2.1.1) 	<p>B. After reading a story and reading/hearing a piece of non-fiction on the same topic (e.g., any book from Bridwell's Clifford series and an informational book about dogs), the student will distinguish between real and unreal:</p> <ul style="list-style-type: none"> a. through drawings b. through oral and written response (L.A.C.1.1.1)(L.A.E.2.1.1) 	<p>After successfully completing this course, the student should be able to distinguish fiction and non-fiction stories by:</p> <p>Advanced: (1) demonstrating an understanding of real and unreal elements through drawings and oral/written responses.</p> <p>Intermediate: (1) demonstrating an understanding of real and unreal elements through drawings and oral/written responses.</p> <p>Novice: (1) demonstrating an understanding of real and unreal elements using verbal and non-verbal responses such as: gestures, pantomime, drawings, and illustrations.</p>

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	<p>14. Uses critical thinking (questioning, making associations, etc.) when participating in small group and whole class discussions about what has been read (L.A.A.1.1.4)(L.A.A.2.1.4)</p> <p>15. Begins to understand and recognize idioms and other figurative language as it appears in literature being studied (L.A.D.2.1.1)</p> <p>16. Begins to develop an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language</p> <p>17. Demonstrates an understanding of the connection between the written and the spoken word</p>		

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<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Writes daily for a variety of purposes, both self-initiated and teacher-directed including personal anecdotes, stories, poems, journals, simple sets of instructions, response logs, books, labels, titles, captions, lists, questions, letters, invitations, and personal notes (L.A.B.2.1.1)(L.A.B.2.1.2)(L.A.B.2.1.4) 2. Participates in various prewriting techniques such as listening, observing, and drawing, tasting, touching, brainstorming, listing, and webbing to generate ideas for individual and/or shared writing (L.A.B.1.1.1) 3. Produces a first draft (L.A.B.1.1.2) 4. Begins to revise a first draft with coaching by teacher and/or peers (L.A.B.1.1.2) 5. Begins to edit a draft, moving from temporary to conventional spelling, grammar, and mechanics (L.A.B.1.1.2)(L.A.B.1.1.3) 6. Conferences with peers and/or a teacher throughout the writing process as appropriate, particularly during revision and editing (L.A.B.1.1.2) 7. Writes stories with a beginning, a middle, and an end; produces a piece of writing that shows evidence of story book language (L.A.B.1.1.2) 	<p>A. After using a prewriting strategy such as clustering, listing, or drawing, the student will draft and publish a narrative piece of at least one paragraph:</p> <ol style="list-style-type: none"> a. telling a complete story (beginning, middle, end) b. including events in chronological order c. using conventions of standard written English (L.A.B.1.1.1) (L.A.B.1.1.3) 	<p>After successfully completing this course, the student should be able to follow prewriting strategies and writing steps to produce a narrative piece of at least one paragraph that contains awareness of:</p> <p>Advanced: (1) a beginning, middle and end; (2) organization of events; and (3) conventions of standard written English (there may be occasional mistakes in mechanics).</p> <p>Intermediate: (1) beginning, middle, and end; (2) organization of events; and (3) conventions of standard written English (there may be occasional mistakes in mechanics).</p> <p>Novice: (1) demonstrate awareness of beginning, middle and end; and (2) sequencing events by using drawings, pictures, teacher prompting, and sentence strips.</p>

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	<p>8. Publishes writing in a variety of ways, e.g., oral sharing with a peer, small group, or the class; including in a class-made or individual book; public display (L.A.B.1.1.3)</p> <p>9. Uses handwriting appropriate for age and grade level consistently:</p> <ul style="list-style-type: none"> - writes first and last name from memory - forms upper and lower case manuscript letters correctly - spaces words evenly - forms numerals 0-9 correctly - writes final drafts and other work legibly (L.A.B.1.1.2) <p>10. Participates in all steps of the writing process with group writing activities: experience charts, cumulative/class stories, and big books (L.A.B.1.1.1)</p> <p>11. Maintains a portfolio with teacher support; evaluates own writing progress when choosing pieces to place in a portfolio</p> <p>12. Uses technology (e.g., word processor, typewriter, computers) in the production of writing pieces with teacher assistance (L.A.B.2.1.3)</p> <p>13. Uses correctly conventions of writing, e.g.:</p> <ul style="list-style-type: none"> - naming words for people, places, things - personal pronouns - action words (L.A.B.1.1.2) 	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio, which will include:</p> <ul style="list-style-type: none"> a. a list (log) of selections read b. reactions to selections read (e.g., reading journal, book reports, invitations) c. many pieces of self selected writing, some of which show beginning use of the writing process d. notes evaluating own progress for selected entries (L.A.B.1.1.2)(L.A.B.1.1.3)(L.A.B.2.1.2) 	<p>After successfully completing this course, the student should be able to maintain a portfolio, which will include:</p> <p>Advanced: (1) a variety of self-selected writing pieces that evidence the writing process; (2) simple written reactions to reading (noting interesting vocabulary, reflecting); (3) a reading log; and (4) simple/reflective sentences to evaluate own progress.</p> <p>Intermediate: (1) a variety of self-selected writing pieces that evidence the writing process; (2) simple written or illustrated reactions to reading; (3) a reading log; and (4) teacher made checklist to evaluate own progress.</p> <p>Novice: (1) a variety of self-selected pieces; (2) illustrations, words, and/or simple sentences in respond to the reading; (3) a reading log; and (4) teacher made checklist to evaluate own progress.</p>

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	<p>14. Begins to incorporate concepts from instruction and modeling when editing drafts, e.g.:</p> <ul style="list-style-type: none"> - capitals for proper nouns, beginning sentences, and the word “I” - apostrophe in contractions - complete sentences with subject/verb agreement - end punctuation <p>(L.A.B.1.1.2)</p> <p>15. Begins to incorporate a rich vocabulary to enhance writing</p> <p>(L.A.D.2.1.1)</p> <p>16. Begins to move developmentally from temporary to conventional spelling:</p> <ul style="list-style-type: none"> - uses dominant sounds to represent words - begins to use more than one letter for each word - begins to copy/use conventional spellings for high frequency and other known words 		

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<p>III Vocabulary/Word Study</p>	<p>The following objectives support competencies A & B.</p> <ol style="list-style-type: none"> 1. Acquires a print-related vocabulary by reading, listening, and viewing a variety of materials daily; maintains new words through recording activities such as vocabulary notebook/logs, class lists, card file (L.A.A.1.1.3) 2. Participates in context-related activities to ensure the recognition of high frequency words and common decoding patterns: <ul style="list-style-type: none"> - first 100 Fry Instant Words - CVC (e.g., red, sat) - CV (e.g., he, go) - CVCe (e.g., bike, came) (L.A.A.1.1.2)(L.A.A.1.1.3) 3. Classifies and categorizes pictures, words, and concepts 4. Begins to use the context of a sentence to determine unfamiliar word meanings 5. Participates in meaningful and rich word study when reading and writing that includes synonyms, antonyms, compound words, contractions, and multiple meanings of words (L.A.A.1.1.3) 	<p>A. The student will demonstrate understanding of letter-sound correspondence and an expanding vocabulary by compiling, with teacher assistance, an alphabet pictionary including:</p> <ol style="list-style-type: none"> a. letters and representative pictures b. at least three student generated words for each picture using temporary or conventional spelling (L.A.A.1.1.3) 	<p>After successfully completing this course, the student should be able to use knowledge of letter sound correspondence by:</p> <p>Advanced: (1) compiling a pictionary, in a cooperative group with teacher's assistance; (2) matching letters to letter-sound correspondence in the pictionary; and (3) generating words using temporary or conventional spelling.</p> <p>Intermediate: (1) compiling a pictionary in a cooperative group with teacher's assistance; (2) matching letters to letter-sound correspondence in the pictionary; and (3) generating words using temporary or conventional spelling.</p> <p>Novice: (1) compiling a pictionary in a cooperative group with teacher's assistance; (2) matching letters to letter-sound correspondence in the pictionary; and (3) generating words using temporary or conventional spelling.</p>

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	<p>6. Uses knowledge of letter sound correspondence when reading and writing:</p> <ul style="list-style-type: none"> - initial, medial, final single consonant sounds - initial and final blends and digraphs such as sh, ch, ck, ll, nd - short vowel patterns in words such as cat, fed, tub - long vowel patterns to generate other words in the family - compares words, discovering spelling patterns and relationships between spelling and meaning (L.A.A.1.1.3) <p>7. Begins to integrate the use of varied word recognition strategies: context, rhyme, and phonics (L.A.E.2.1.2)</p> <p>8. Begins to use negative words (e.g., none) with understanding</p>	<p>B. Given a first grade-level passage, the student will demonstrate expanded vocabulary by rewriting the trite words or phrases in each sentence with parallel substitutions (e.g., ran, dashed, rushed in place of went fast), but still following the structure of the original sentences (L.A.A.1.1.3)</p>	<p>After successfully completing this course, the student should be able to use expanded vocabulary by:</p> <p>Advance: (1) substituting common words or phrases to create parallel constructions; and (2) creating a word bank of multiple meanings words.</p> <p>Intermediate: (1) making substitutions of basic words or phrases to create parallel constructions; and (2) creating a word bank of multiple meanings words.</p> <p>Novice: (1) making substitutions of basic words using oral and visual prompts to create parallel constructions; and (2) highlighting new words to create word banks.</p>

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<p>IV Listening/ Speaking/Viewing</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Increases level of language proficiency daily, using standard English, acceptable volume and rate, and vocabulary, sentence length and complexity appropriate to first grade level (L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.D.1.1.1)(L.A.D.1.1.2) 2. Participates in oral language daily: <ul style="list-style-type: none"> - repeats with accuracy a pattern or a refrain from a poem, song, or story; recites rhymes, poems, riddles, tongue twisters, nonsense verse, action and jump rope rhymes - gives and follows oral directions - develops questions for peer response - main idea in nonprinting communication (L.A.C.1.1.3)(L.A.C.1.1.4)(L.A.C.2.1.1) (L.A.C.3.1.2) (L.A.D.2.1.2) 3. Evaluates oral presentations of self and peers using teacher/student-developed criteria including conveying of meaning, engagement of the audience, body language (eye contact, gestures, posture), articulation, and standard conventions of English (L.A.C.1.1.3)(L.A.C.2.1.2)(L.A.C.3.1.1) (L.A.C.3.1.4) 4. Develops active listening and courteous, appropriate responding when participating in small group and whole class discussions; uses acceptable ways of gaining attention; contributes effectively in cooperative learning settings (L.A.C.1.1.3) 5. Begins to gain an understanding of self and others through reading, viewing, discussing, and listening to a variety of multicultural materials 	<p>A. After viewing a film or production, the student will analyze ideas and react by:</p> <ol style="list-style-type: none"> a. composing a question b. sharing the favorite part with supporting comments (L.A.C.1.1.3) (L.A.C.2.1.3) (L.A.C.3.1.2) 	<p>After successfully completing this course, the student should be able to in a cooperative setting, analyze ideas presented in a film by:</p> <p>Advanced: (1) asking questions about topic; and (2) sharing favorite part using supporting details.</p> <p>Intermediate: (1) asking questions about topic; and (2) sharing favorite part using supporting details.</p> <p>Novice: (1) answering questions about topic using verbal and non-verbal communication; and (2) sharing favorite part using basic vocabulary/ illustrations/highlighted words to support statements.</p>

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	<p>6. Listens and speaks respectfully to persons in sharing information, ideas, values, and points of view reflecting various cultures (L.A.C.3.1.2)</p>	<p>B. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <p>a. delivering oral presentations including show-and-tell, reports, journals, sharing of experiences, recitation and retelling of stories, and poetry/nursery rhymes</p> <p>b. evaluating the oral presentations of self and peers using teacher/student-developed criteria (L.A.C.1.1.4) (L.A.C.3.1.1) (L.A.C.3.1.4)</p>	<p>After successfully completing this course, the student should be able to deliver oral presentations that:</p> <p>Advanced: (1) include show- and-tell, reports, journals, sharing of experiences, recitation, poetry/nursery rhymes, and retelling of stories; and (2) evaluate the presentations using teacher/student developed criteria.</p> <p>Intermediate: (1) include show-and-tell, reports, journals, sharing of experiences, recitation, poetry/nursery rhymes, and retelling of stories; and (2) evaluate the presentations using checklists.</p> <p>Novice: (1) use verbal and non-verbal cues in narration and recitation (show-and-tell, poetry/nursery rhymes, plays, and songs); and (2) complete evaluation checklists in a cooperative group with teacher's assistance.</p>

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<p>V Information/ Literacy Study/ Test-taking Skills</p>	<ol style="list-style-type: none"> 1. Knows the order of letters of the alphabet 2. Begins to alphabetize words by the first letter 3. Identifies a variety of sources of information: newspaper, dictionary, and encyclopedia (LA.D.2.1.4) 4. Begins to locate words in children’s dictionary/ glossary 5. Recognizes the title page of a book; uses the table of contents 6. Secures, handles, and uses with care books and multimedia resources such as word processors, computers, filmstrips, audiotapes, interactive videos, newspapers, magazines, dictionaries (LA.D.2.1.3)(LA.D.2.1.4) 7. Extends experiences into research activities (seeking answers, additional information), using common source materials in the classroom, library or home (LA.A.2.1.3)(LA.A.2.1.5) 8. Follows oral test directions 9. Begins to read written directions to complete daily assignments and as preparation for test taking 10. Becomes familiar with testing formats such as multiple choice, fill in the blank, written responses, matching, and rank ordering 11. Begins to manage home study strategies such as setting aside a time and place for homework 	<p>A. In a cooperative group, the student will demonstrate the ability to access and use information by:</p> <ol style="list-style-type: none"> a. selecting a topic (with teacher help) related to current classroom themes in reading or other content areas to present to the class b. preparing and presenting a simple report using at least two media (e.g., drawings, charts, audiotapes, books, computer) (LA.D.2.1.3)(LA.D.2.1.4) 	<p>After successfully completing this course, the student should be able to prepare and make presentations by:</p> <p>Advanced: (1) selecting a topic (with teacher’s assistance) related to a class theme; and (2) presenting the information using at least two media (drawings, charts, audiotapes, books, computer).</p> <p>Intermediate: (1) selecting a topic in a cooperative group related to a class theme; and (2) presenting the information using at least two media (drawings, charts, audiotapes, books, computer)</p> <p>Novice: (1) selecting a topic (with teacher’s assistance) related to a class theme; and (2) delivering the information using verbal and non-verbal cues, illustrations, dramatization, role playing, etc.</p>

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VI Culture	<ol style="list-style-type: none"> 1. Identifies/uses vocabulary dealing with holidays, customs, music, literature and food that portray American and other cultures. 2. Participates with peers in school and community activities through listening and viewing a variety of multicultural presentations. 3. Understands role of community workers within the context of American society. 4. Understands and uses key vocabulary for American holidays and special days, and relate these holidays around the world. 5. Participates respectfully with peers and adults in a variety of culturally diverse group activities. 	<p>A. The student will be able to participate in a variety of cultural activities to gain and share information reflecting different cultures.</p>	<p>After selecting an appropriate song, story, poem or folktale the student should be able to:</p> <p>Advanced: (1) orally discuss the meaning of the selection independently; (2) share favorite part through illustrations and captions; (3) highlight key terms/ phrases that reveal meaning; and (4) make oral presentation.</p> <p>Intermediate: (1) orally discuss the meaning of the selection in a cooperative group; (2) share favorite part through illustrations and captions; (3) highlight key terms/ phrases that reveal meaning; and (4) make oral presentation.</p> <p>Novice: (1) illustrate the meaning of the selection; and (2) share favorite part of the selection through illustrations and simple captions.</p>