

Reading Passage:

SLE	SLE Text	SLE Example	AR Standards
R.1.1.2	Know the order of the letters of the alphabet beginning with random letters.	Ask students which letters come after and before randomly chosen letters. MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials Essential Vocabulary: Alphabetical order ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: K-4 Phonics/Spelling #2-Making New Words by changing the beginning letter Other: United Streaming: Chicka Chicka Boom Boom (6:00); Phonics in Context: ABC Animals (57:40) Teach alphabetical order.	R.11.1.4; IR.12.1.2
R.1.1.3	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	Alphabetize class list by first letter. MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials Essential Vocabulary: Alphabetical Order ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Chicka Chicka Boom Boom (6:00)	IR.12.1.2
R.1.1.4	Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text.	DIBELS- decode nonsense words Benchmark poems that go with each phonics feature MCO: Practice speed writing and reading letter sounds and phonic patterns in guided reading groups, with a buddy. Use timed games. Essential Vocabulary: syllable, consonants, vowel ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Digraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)	R.11.1.5; R.11.1.11

R.1.1.5	Read fluently approximately 150 high frequency words encountered during reading.	1st 9 weeks- 40 2nd 9 weeks- 80 3rd 9 weeks- 120 4th 9 weeks- 150 MCO: Provide opportunity for student to read a variety of text. Provide opportunities for students to meet the same words in different context to help build their bank of familiar, high-frequency words. Essential Vocabulary: fluency ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Good Things about Spots, (15:08)	R.11.1.6
R.1.1.6	Read aloud grade-level text fluently (40 wpm) and accurately (90%) with appropriate timing, change in voice, and expression.	First 9 weeks: Level 4 Second 9 weeks: Level 8 Third 9 weeks: Level 12 Fourth 9 weeks: Level 16 MCO: Engage students in reading diverse texts with 90% accuracy. MCO: Have students chart their own progress with timed readings, re-read text for fluency practice, targeted practice reading common phrases to increase fluency, and practice for performance reading. Essential Vocabulary: phrasing, pace, intonation ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: K-4 Fluency #1-Sample Procedure for familiar reading fluency practice; K-4 Fluency #3-Shared reading Other: United Streaming: Discovering Language Arts: Reading (30:00)	R.11.1.10; R.11.1.13; R.11.1.14; R.10.1.5 R.10.1.6; R.10.1.9; R.10.1.13; R.9.1.4

R.1.2.1	Blend, segment (40 per minute), delete, add, substitute phonemes fluently.	<p>Blend- Tell what is made by the sounds /b/ /a/ /t/. This can be assessed with DIBELS.</p> <p>Segment- Tell me the sounds you hear in the word ham. This can also be assessed with DIBELS.</p> <p>Delete- What is smile without the /s/?</p> <p>Add- What word do you have if you add s to the beginning of park.</p> <p>Substitutes- The word is bug change the /g/ to a /n/. What is the new word?</p> <p>MCO: Teacher says the following: What is the first sound in van? What sound is the same in fix, fall, and fun? Which word doesn't belong? bus, bun, rug. What word is /b/ /i/ /g/? How many sounds are in grab? Now let's write the sounds in grab: /g/, write g; /r/, write r; /a/, write a; /b/, write b. The word is bug. Change /g/ to /n/.What's the new word? What is smile without the /s/? What word do you have if you add /s/ to the beginning of park?</p> <p>Essential Vocabulary: fluently, blend, phoneme ELLA Model Lesson: Day 2, Handout 14, 16, 17, 18, 19, 20 Odyssey: Search skill" Literacy Matrix: K-4 Phonemic Awareness #4-Phonemic Awareness: Phoneme Blending Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading "(30:00); "Phonics in Context: Word Beginnings, Middles and Ends" (44:11)</p>	R.8.1.5; R.8.1.6; R.8.1.7; R.8.1.8; R.8.1.9
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R.1.2.2	Identify letters, words, sentences and paragraphs.	<p>Using a big book use highlighter tape to highlight a letter, a word, a sentence.</p> <p>MCO: Read books that have several words beginning with the same sounds and emphasize the same words. Provide opportunities for students to develop phonemic awareness through a language rich environment using poems, songs, and stories. Use literature and songs with multicultural connections.</p> <p>Essential Vocabulary: letter, words, sentence</p> <p>ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Reading (30:00)</p>	R.8.1.1; R.8.1.2; R.11.1.7
R.1.2.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p>Using a big book use highlighter tape to highlight punctuation and capital letters. Discuss that punctuation tells how to read fluently.</p> <p>MCO: Model, using interactive writing to give meaningful practice in correct capitulation and punctuation.</p> <p>Essential Vocabulary: identify, capitalize, period</p> <p>ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	R.8.1.2; W.6.1.6; W.6.1.8
R.1.2.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	<p>Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.</p> <p>MCO: Conduct "Making Words" lessons to reinforce beginning, middle, and ending sounds in small groups.</p> <p>Essential Vocabulary: identify</p> <p>ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8</p> <p>Odyssey:</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	R.8.1.2
R.1.2.5	Recognize different vowel sounds in orally stated single-syllable words.	<p>Say the sound that is in the middle of the bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.</p>	

R.1.2.11	Create and state a series of rhyming words.	<p>MCO: Play around the world. The teacher states a word like the word start. Then the children go around the circle adding a word that rhymes.</p> <p>Create a list of words that rhyme and discuss how they help you in reading.</p>	R.11.1.9
R.1.2.12	Monitor, cross-check, and self-correct to make meaning of the text.	<p>STRATEGIES INCLUDE:</p> <ol style="list-style-type: none"> 1. Use picture clues. 2. Decode/blend. 3. Say the beginning sound. 4. Look for chunks (stand). 5. Use other words you know to help (like can help you read bike). 6. Re-read. 7. Does it make sense? 8. Skip it and go back and re-read. <p>MCO: Provide familiar multicultural topic books that students can read during independent reading time.</p> <p>MCO: Read aloud a book with which students can easily identify. Have students recall a related personal experience, record it through drawing or writing, and add it to a bulletin board display.</p> <p>MCO: Think aloud the mental process, self-correct using the following strategies:</p> <ul style="list-style-type: none"> • Does this make sense? • Does it sound right? • Does it look right? <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Fluency #4-Guided Reading Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Seven Candles for Kwanzaa (9:40); Too Many Tamales (8:00)</p>	R.9.1.1; R.9.1.8; R.11.1.12
R.1.3.1	Read and compare multiple books by the same author.	<p>MCO: Give groups the opportunity to read several books by one author. Have students draw a scene from their favorite book and write a short paragraph explaining the choice, and look for similarities and differences between books.</p> <p>Essential Vocabulary: compare ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Boy, A Dog and A Frog (9:42); Cannonball (28:30)...</p>	R.10.1.4

R.1.3.3	Activate and build background knowledge to enhance understanding of the text.	If a sentence in a story reads "The dog buried his bone in the back yard," the question might be "Where did the dog bury his bone?"	R.9.1.1
R.1.3.4	Make connections from text to self and text to text and form mental pictures including story elements or descriptions.	Text to Self – Corduroy by Don Freeman Text to Text – Chrysanthemum/ Owen by: Kevin Hanks MCO: Read a variety of text, forming mental pictures, and recalling related personal experiences, and experiences of other texts. Essential Vocabulary: connections ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Comprehension #2-Mini lesson: Story Elements: Identifying Problem and Goal, K-4 Comprehension #4 -Mini lesson: Making Connections Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08)	R.9.1.2; R.9.1.3; R.9.1.4
R.1.3.5	Ask and answer questions before, during, and after reading.	Read The Paper Bag Princess by Robert Munsch . Before: Look at the front cover- What do you think the story will be about? During: Why did Elizabeth have the dragon burn up ten forests? After: Why didn't they get married? MCO: Provide a variety of formats of literature to allow students to ask and answer a variety of questions including who, what, where, when, why, and how; and other questions for students to seek elaboration and justifications. Essential Vocabulary: before, during, after ELLA Model Lesson: Shared Reading/Comprehension, Day 3, Handout 5-6 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Weekend With Wendell (11:00)	R.9.1.5; R.9.1.7; R.9.1.8
R.1.3.9	Retell stories identifying characters, setting, (where and when), events, problem and resolution.	Read a story like Hey Al by Arthur Yorinks. Plot the story on a story map. Retell the story using story elements. MCO: Read a book selected from diverse topics that students are not familiar with to practice the strategy of retelling. Essential Vocabulary: retell ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:	R.9.1.10; R.9.1.13; R.10.1.4; R.10.1.7; OV.1.1.10

R.1.3.10	Confirm predictions about what will happen next in a story	<p>I Went Walking – by Sue Williams Look at the pictures and make a prediction about the next animal in the book.</p> <p>Lily's Purple Plastic Purse by Kevin Henkes- Read the story aloud, stopping along the way to ask what will happen next and let them predict how the story might end.</p> <p>MCO: Use literature that reflects diverse cultural groups, have students make connections with their personal experiences, use material with high interest level, that have a cultural connection and/or depict real life situations.</p> <p>Essential Vocabulary: prediction</p> <p>ELLA Model Lesson:</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08); Angus and the Ducks (14:00)</p>	R.9.1.9; R.9.1.4; OV.2.1.4
R.1.3.11	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.	<p>After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p> <p>MCO: Encourage students to discuss subject area learning activities while in progress.</p> <p>Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting. Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). Model techniques of cooperative learning activities and provide opportunities for practice (e.g., creating a collage, building a model). Model for student how to share an opinion with examples to support that opinion. Provide sharing time for students to share thoughts and ideas.</p> <p>Discuss local current events of interest to students.</p> <p>Essential Vocabulary: opinions</p> <p>ELLA Model Lesson:</p> <p>Odyssey:</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	OV.1.1.7

R.1.4.5	Identify the title, author, illustrator, and table of contents of a reading selection.	<p>Use a big book to discuss the job of the author and the illustrator. This may also be done during author studies. Use a non-fiction big book to discuss the purpose of the table of contents.</p> <p>MCO: Using diverse texts have students identify the author and title of a book.</p> <p>Essential Vocabulary: author, title, title page, written by, book</p> <p>ELLA Model Lesson: Day 3, Handout 4,5</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix: K-4 Phonemic Awareness #4-Phonemic Awareness: Phoneme Blending</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: "Discovering Language Arts: Reading "(30:00); "Phonics in Context: Word Beginnings, Middles and Ends" (44:11)</p>	R.8.1.4
LS.1.8.4	Tell experiences in a logical sequence when communicating information orally.	<p>MCO: On a daily basis, schedule students to share their work in front of the class.</p> <p>Give students a framework for organizing the content of their talk if needed. Provide opportunities for students to practice oral expression by making audio tapes of their oral reading. Model how people are introduced in your home.</p> <p>MCO: Have students prepare an item of interest to show the class.</p> <p>Assist the students in preparing a brief explanation of how and why it was produced.</p> <p>Model and role-play appropriate conversational behavior including attentive listening, asking questions, and using appropriate facial expressions.</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix: K-4 Oral Language #1-Listening and Responding to Storytelling; K-4 Oral Language #2-Telling a Personal Narrative; K-4 Oral Language #3-Extending Discourse With Details</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	OV.1.1.14; OV.1.1.5; OV.1.1.6; OV.2.1.1

End of Module 1

Writing Prompt:

SLE	SLE Text	SLE Example	AR Standards
W.1.5.1	Write for different purposes and to a specific audience or person.	<p>Write notes to pen pals, friends, authors, etc. MCO: Examine different types of texts and discuss their functions: (stories to entertain, letters to correspond) utilize text with multicultural connections.</p> <p>Essential Vocabulary: form ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.5.1.2; W.5.1.1; W.4.1.3; W.5.1.6
W.1.5.2	Participate in teacher led prewriting activities to generate and organize ideas in writing.	<p>Story maps, webbing, and graphic organizers MCO: teacher will model the organization of writing through story maps, webs, and venn diagrams.</p> <p>MCO: Using a previous pre-writing organizer create a draft.</p> <p>Effective Vocabulary: story map, story web, graphic organizers, Venn diagram, pre-writing, organization ELLA Model Lesson: Day 6, Handout 11,12 Odyssey: search by skill Literacy Matrix: K-4 Writing #3-Write Aloud: Beginning A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.6; W.4.1.7

W.1.5.4	Focus on one topic.	<p>Use details to expand one topic. Teacher-conferencing while writing to aid in this skill.</p> <p>Read the book Owl Moon- this book focuses on one topic. Use this as an example of how to stay on one topic. Have the kids write about a time they have done something with a parent/grandparent</p> <p>Wemberly Worried- focuses on one topic. Have the kids write about a time they were worried.</p> <p>MCO: Students create a topic web to create a story. Students then select one detail to refocus the topic with new details.</p> <p>MCO: Create a class topic list</p> <p>MCO: Create a piece of writing focusing on one topic. Teachers will co-construct a topic list with the students.</p> <p>MCO: Students choose a selected topic of interest, including multicultural topics to research and communicate their finding.</p> <p>Effective Vocabulary: topic / topic list</p> <p>ELLA Model Lesson: Day 6, Handout 9, 10</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix: K-4 Writing #4: Write Aloud: Revising A Rough Draft Grades; K-4 Writing #7 Mini-lesson: Writing A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.2; W.4.1.1; W.4.1.4; IR.12.1.5
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W.1.5.5	Write using pictures, letters and words.	<p>Response journals, story-starters Example: Read Hooray for Diffendoofer Day By: Dr. Suess Give the students a story starter (One day my school became....). MCO: Teachers will co-construct a morning message MCO: Provide time on a daily basis for students to write independently. Utilize writing prompt with real life and cultural connections. Provide a writing center in which students can store their writing materials, can find ideas about which to write. Include multicultural selection in writing center and provide time for students to write independently. MCO: Conduct "making words" lessons to reinforce spelling and word recognition. Use trade books to illustrate language art concepts. MCO: Model for students how to form letters correctly. Provide them with magic slates, student chalk boards, etc for practice. Essential Vocabulary: writing, vocabulary, oral, ELLA Model Lesson: Day 5, Handout 7 &8 Odyssey: Search by skill Literacy Matrix: K-4 Writing #4-Writing Aloud: Revising A Rough Draft; K-4 Writing #7-Mini-Lesson: Writing A Rough Draft Scott Foresman Other:</p>	W.7.1.6; W.4.1.3; W.5.1.3; R.8.1.2
W.1.5.6	Write phonetically spelled words, spelling patterns and frequently-used sight words.	<p>Word-wall words, word families Teacher model and conferencing Point out the beginning and ending of books you have read aloud MCO: Use high frequency words when creating oral language presentations and or written work. Continue adding new words to word wall. Students shall utilize personal dictionaries. Effective Vocabulary: high-frequency words, sight words, word wall ELLA Model Lesson: Day 4, Handout 11, 12, 13 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Discovering Language Arts Reading (30:00); A Good Thing About Spots (Whole word version) (15:08)</p>	W.4.1.10; W.7.1.7

W.1.5.7	Vary sentence beginnings.	<p>MCO: During Read Alouds a variety of text, including multicultural literature, will be utilized to illustrate various sentence beginnings.</p> <p>Essential Vocabulary: sentence, beginning ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Parts of Speech (30:00)</p>	W.6.1.2
W.1.5.10	Use strategies for applying phonemic awareness and phonics.	<p>ELLA Use strategies, DIBELS and Benchmark Phonics. STRATEGIES: Say the word slowly. Write what you hear first, next, and last. Check the word to make sure it looks right. Benchmark Phonics and DIBELS</p> <p>MCO: Produce and articulate phonemes correctly. Connect phonemes and graphemes using magnetic letters</p> <p>Effective Vocabulary: strategies, onset, rime ELLA Model Lesson: Day 8, Handout 8, 9, 10, 11 Odyssey: Search by skill Literacy Matrix: K-4 Writing #2-Interactive Writing: Composing A Sentence Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Phonics in Context: Word Beginnings, Middles and Ends (44:11)</p>	W.4.1.11
W.1.5.11	Reread and revise for meaning based on teacher conferences.	<p>Have students reread sentences that do not make sense. Have students clarify and help them re-write to make sense.</p> <p>MCO: Students will conference with the teacher and a peer to revise the written work.</p> <p>Effective Vocabulary: delete, re-read, revise ELLA Model Lesson: Day 6, Handout 6, 7 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Reading (30:00)</p>	W.4.1.12

W.1.5.12	Incorporate into personal writing literary language and styles heard or read in the classroom.	Teacher-led discussions and modeling with literary styles (voice, word-choice, etc) MCO: Utilize modeled writing, Write aloud, and interactive writing. Essential Vocabulary: narrative elements, predictable language ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:	W.7.1.2
W.1.5.13	Leave spaces between words.	Model writing exaggerating spaces. May use a math cube to mark space before writing next word. MCO: Model to students using interactive writing to demonstrate how to provide correct spacing between words and using the lines and spaces of the selected paper. Essential Vocabulary: lines, spaces ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:	W.6.1.9
W.1.5.14	Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling with the aid of a checklist.	Teacher conferencing. MCO: Model through morning message. Provide a variety of opportunities to edit their own writing as well as those of their peers. Effective Vocabulary: complete sentence, punctuation marks, period, capitals, edit ELLA Model Lesson: Day 4, Handout 13, 14 Odyssey: Search by skill Literacy Matrix: K-4 Writing #5 Write Aloud: Revising a Rough Draft Grades K-2 Scott Foresman: Arkansas Lesson Planner Other:	W.4.1.14; W.6.1.3
W.1.5.15	Prepare pieces for publications.	Teacher-led directive checklists, dictionaries This was not included on line. Effective Vocabulary: check list, resources, dictionary, word wall, thesaurus, computer ELLA Model Lesson: Day 6, Handout 19 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:	W.4.1.16; W.4.1.17; W.4.1.18; W.4.1.19; W.4.1.20; W.7.1.7

W.1.6.1	Write brief narratives describing an experience.	<p>Write a personal story with a beginning, middle, and end. MCO: Create a piece of writing focusing on one topic. Teachers will model a story frame and then students will make their own.</p> <p>MCO: Create a narrative piece of writing and publish using technology. MCO: Select narratives to include in a portfolio.</p> <p>Effective Vocabulary: topic, story frame, paragraph frame, portfolio, publish ELLA Model Lesson: Day 6, Handout 19 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.5; W.4.1.19; W.4.1.20; W.7.1.4
W.1.6.6	Draw pictures and write sentences for a specific purpose.	<p>Reader response, listening center response, journal writing MCO: After listening to several stories by one author, such as Lobel (Frog and Toad, 1979), have students draw scenes from their favorite stories and write reasons why they liked them. Students will participate in small group reading of a story, create a puppet of a character in the story and then use the puppet to role play the story character. Provide opportunities for students to choose the way in which they respond to text.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Angus Lost (11:53); Chato's Kitchen (11:29)</p>	W.9.1.14
W.1.7.1	Use basic sentence structure for simple sentences.	<p>Journal writing, sentence dictation for spelling tests MCO: Conduct mini-lessons on punctuation and capitalization in the context of writing.</p> <p>Essential Vocabulary: sentence, subject, verb, subject-verb agreement ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.1; W.6.1.3

W.1.7.2	Use phonetic strategies to spell unknown words.	<p>Segmentation, analogies to known words (if you can spell back, you can spell sack...) MCO: use overhead and magnetic letters</p> <p>Essential Vocabulary: phonemes, segment, onset, rime ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Phonics/Spelling #1-Hearing and Matching Sounds and Letters in Words, K-4 Phonics/Spelling #2-Making New Words by Changing the Beginning Letter; K-4-Spelling #3-Onset and Rime Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.4
W.1.7.3	Spell basic high frequency words correctly.	<p>Add a couple of sight words to each week's spelling list, journal writing and teacher conferencing MCO: Conduct "making words" lessons to reinforce spelling and word recognition in leveled small groups. MCO: Use student's writing, writing samples, (without names) on a transparency to model how to edit own work using editing checklist.</p> <p>Essential Vocabulary: high frequency words ELLA Model Lesson: Day 7, Handout 2; Day 8, Handout 3, 8, 9, 10, 12, 14 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	W.4.1.10; W.6.1.5; R.8.1.3
W.1.7.4	Print legibly.	<p>Teacher modeling, journal writing MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: spaces, words, sentences, legibly ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.9; W.6.1.10

W.1.7.5	Capitalize the beginning of a sentence.	<p>Teacher modeling, journal writing and conferring, spelling dictation sentences</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: capitalize</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.6
W.1.7.6	Capitalize proper nouns.	<p>Teacher modeling, journal writing</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: proper names, capitalize</p> <p>ELLA Model Lesson:</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.7
W.1.7.7	Use periods at the end of a sentence.	<p>Teacher modeling, sentence dictation and writing center</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct punctuation.</p> <p>Essential Vocabulary: period, sentence</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.8
End of Module 1			

Reading Passage:

SLE	SLE Text	SLE Example	AR Standards
R.1.1.2	Know the order of the letters of the alphabet beginning with random letters.	<p>Ask students which letters come after and before randomly chosen letters.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical order ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: K-4 Phonics/Spelling #2-Making New Words by changing the beginning letter Other: United Streaming: Chicka Chicka Boom Boom (6:00); Phonics in Context: ABC Animals (57:40) Teach alphabetical order.</p>	R.11.1.4; IR.12.1.2
R.1.1.3	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	<p>Alphabetize class list by first letter.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical Order ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Chicka Chicka Boom Boom (6:00)</p>	IR.12.1.2

R.1.1.6	Read aloud grade-level text fluently (40 wpm) and accurately (90%) with appropriate timing, change in voice, and expression.	<p>First 9 weeks: Level 4</p> <p>Second 9 weeks: Level 8</p> <p>Third 9 weeks: Level 12</p> <p>Fourth 9 weeks: Level 16</p> <p>MCO: Engage students in reading diverse texts with 90% accuracy.</p> <p>MCO: Have students chart their own progress with timed readings, re-read text for fluency practice, targeted practice reading common phrases to increase fluency, and practice for performance reading.</p> <p>Essential Vocabulary: phrasing, pace, intonation</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix: K-4 Fluency #1-Sample Procedure for familiar reading fluency practice; K-4 Fluency #3-Shared reading</p> <p>Other: United Streaming: Discovering Language Arts: Reading (30:00)</p>	R.11.1.10; R.11.1.13; R.11.1.14; R.10.1.5 R.10.1.6; R.10.1.9; R.10.1.13; R.9.1.4
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R.1.2.1	Blend, segment (40 per minute), delete, add, substitute phonemes fluently.	<p>Blend- Tell what is made by the sounds /b/ /a/ /t/. This can be assessed with DIBELS.</p> <p>Segment- Tell me the sounds you hear in the word ham. This can also be assessed with DIBELS.</p> <p>Delete- What is smile without the /s/?</p> <p>Add- What word do you have if you add s to the beginning of park.</p> <p>Substitutes- The word is bug change the /g/ to a /n/. What is the new word?</p> <p>MCO: Teacher says the following: What is the first sound in van? What sound is the same in fix, fall, and fun? Which word doesn't belong? bus, bun, rug. What word is /b/ /i/ /g/? How many sounds are in grab? Now let's write the sounds in grab: /g/, write g; /r/, write r; /a/, write a; /b/, write b. The word is bug. Change /g/ to /n/.What's the new word? What is smile without the /s/? What word do you have if you add /s/ to the beginning of park?</p> <p>Essential Vocabulary: fluently, blend, phoneme ELLA Model Lesson: Day 2, Handout 14, 16, 17, 18, 19, 20 Odyssey: Search skill" Literacy Matrix: K-4 Phonemic Awareness #4-Phonemic Awareness: Phoneme Blending Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading "(30:00); "Phonics in Context: Word Beginnings, Middles and Ends" (44:11)</p>	R.8.1.5; R.8.1.6; R.8.1.7; R.8.1.8; R.8.1.9
R.1.2.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p>Using a big book use highlighter tape to highlight punctuation and capital letters. Discuss that punctuation tells how to read fluently.</p> <p>MCO: Model, using interactive writing to give meaningful practice in correct capitulation and punctuation.</p> <p>Essential Vocabulary: identify, capitalize, period ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading' (30:00)</p>	R.8.1.2; W.6.1.6; W.6.1.8

R.1.2.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	<p>Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.</p> <p>MCO: Conduct "Making Words" lessons to reinforce beginning, middle, and ending sounds in small groups.</p> <p>Essential Vocabulary: identify ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	R.8.1.2
R.1.2.5	Recognize different vowel sounds in orally stated single-syllable words.	<p>Say the sound that is in the middle of the bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.</p>	
R.1.2.8	Read common word patterns (-ite, -ate).	<p>Practice decoding using word families.</p> <p>MCO: Provide opportunities for students to apply decoding strategies. Provide opportunities to use varying modalities to understand the decoding process.</p> <p>Essential Vocabulary: word patterns ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Diagraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)</p>	R.11.1.5; R.8.1.3

R.1.2.9	Read and understand simple compound words (birthdays, anything) and contractions (isn't, aren't, can't, won't).	<p>Have two students come up and hold a card. One child has a card that says: to another child has a card that says: day. Have the students hold hands and put the words together to show a compound word: today. Then have them move apart and see that it is two separate words.</p> <p>Have six students come and hold a card. Two children will hold the cards that make: is three children will hold the cards that spell: not and one child holds the apostrophe. Have child remove the:o and add apostrophe and hold hands to put the word together to show new contraction: isn't.</p> <p>Using a big book, have the students highlight compound words or contractions. Talk about how knowing that two words are combined can help you break apart words.</p> <p>MCO: Provide multicultural literature opportunities that incorporates compound words and contractions.</p> <p>Essential Vocabulary: contractions, compound words ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3
R.1.2.10	Read and understand root words (look) and their inflectional forms (looks, looked, looking).	<p>Recognize that the -s added to the end of chair makes it mean more than one chair. Recognize that adding -ed to the end of jump makes it mean jumped that happened in the past.</p> <p>MCO: Provide multicultural literature opportunities that incorporates root words and inflectional forms.</p> <p>Essential Vocabulary: root words, inflectional endings ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3; R.11.1.8

R.1.2.12	Monitor, cross-check, and self-correct to make meaning of the text.	<p>STRATEGIES INCLUDE:</p> <ol style="list-style-type: none"> 1. Use picture clues. 2. Decode/blend. 3. Say the beginning sound. 4. Look for chunks (stand). 5. Use other words you know to help (like can help you read bike). 6. Re-read. 7. Does it make sense? 8. Skip it and go back and re-read. <p>MCO: Provide familiar multicultural topic books that students can read during independent reading time.</p> <p>MCO: Read aloud a book with which students can easily identify. Have students recall a related personal experience, record it through drawing or writing, and add it to a bulletin board display.</p> <p>MCO: Think aloud the mental process, self-correct using the following strategies:</p> <ul style="list-style-type: none"> • Does this make sense? • Does it sound right? • Does it look right? <p>Essential Vocabulary:</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix: K-4 Fluency #4-Guided Reading</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Seven Candles for Kwanzaa (9:40); Too Many Tamales (8:00)</p>	R.9.1.1; R.9.1.8; R.11.1.12
R.1.2.13	Apply rhyming words as a reading strategy.	<p>MCO: Utilize analogies to figure out new words.</p> <p>Say to students: If you know the beginning sound in cat and the ending sound in some then you can figure out the word come.</p>	
R.1.3.1	Read and compare multiple books by the same author.	<p>MCO: Give groups the opportunity to read several books by one author. Have students draw a scene from their favorite book and write a short paragraph explaining the choice, and look for similarities and differences between books.</p> <p>Essential Vocabulary: compare</p> <p>ELLA Model Lesson:</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: A Boy, A Dog and A Frog (9:42); Cannonball (28:30)...</p>	R.10.1.4

R.1.3.3	Activate and build background knowledge to enhance understanding of the text.	If a sentence in a story reads "The dog buried his bone in the back yard," the question might be "Where did the dog bury his bone?"	R.9.1.1
R.1.3.5	Ask and answer questions before, during, and after reading.	<p>Read <i>The Paper Bag Princess</i> by Robert Munsch .</p> <p>Before: Look at the front cover- What do you think the story will be about?</p> <p>During: Why did Elizabeth have the dragon burn up ten forests?</p> <p>After: Why didn't they get married?</p> <p>MCO: Provide a variety of formats of literature to allow students to ask and answer a variety of questions including who, what, where, when, why, and how; and other questions for students to seek elaboration and justifications.</p> <p>Essential Vocabulary: before, during, after</p> <p>ELLA Model Lesson: Shared Reading/Comprehension, Day 3, Handout 5-6</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: A Weekend With Wendell (11:00)</p>	R.9.1.5; R.9.1.7; R.9.1.8
R.1.3.10	Confirm predictions about what will happen next in a story	<p><i>I Went Walking</i> – by Sue Williams Look at the pictures and make a prediction about the next animal in the book.</p> <p><i>Lily's Purple Plastic Purse</i> by Kevin Henkes- Read the story aloud, stopping along the way to ask what will happen next and let them predict how the story might end.</p> <p>MCO: Use literature that reflects diverse cultural groups, have students make connections with their personal experiences, use material with high interest level, that have a cultural connection and/or depict real life situations.</p> <p>Essential Vocabulary: prediction</p> <p>ELLA Model Lesson:</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08); Angus and the Ducks (14:00)</p>	R.9.1.9; R.9.1.4; OV.2.1.4

R.1.3.11	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.	<p>After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p> <p>MCO: Encourage students to discuss subject area learning activities while in progress.</p> <p>Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting. Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). Model techniques of cooperative learning activities and provide opportunities for practice (e.g., creating a collage, building a model). Model for student how to share an opinion with examples to support that opinion. Provide sharing time for students to share thoughts and ideas.</p> <p>Discuss local current events of interest to students.</p> <p>Essential Vocabulary: opinions</p> <p>ELLA Model Lesson:</p> <p>Odyssey:</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	OV.1.1.7
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LS.1.8.1	Ask for clarifications of stories and ideas.	<p>MCO: Have students prepare an item of interest to show the class.</p> <p>Assist the students in preparing a brief explanation of how and why it was produced. Model how people are introduced in your home.</p> <p>Model and role-play appropriate conversational behavior including attentive listening, asking questions, and using appropriate facial expressions.</p> <p>MCO: Provide opportunities for students to participate in various types of collaborative reading activities, such as reciting poetry and nursery rhymes, rereading familiar pattern books, participate in shared reading, presenting plays, choral reading. Provide opportunities for students to practice oral expression by making audio tapes of their oral reading. Provide opportunities for students to give oral presentations, such as sharing experiences, retelling stories, reciting rhymes and poetry. Model and have student's role play appropriate and inappropriate responses to thoughts and ideas of others. Make a presentation to the class and allow them to critique the presentation using the rubric. Have student's model oral etiquette to a variety of audiences (e.g., parents, speaker, and students). Have student recite a poem incorporating appropriate eye contact and verbal cues. Provide opportunities for students to participate in a variety of speaking activities, which may include: choral reading, buddy reading, reciting poetry, puppet shows. Present plays to a variety of audiences, which may include: parents, other classes, school assemblies, civic clubs, and community events.</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language #3-Extending Discourse With Details; K-4 Oral Language #4-Using Language For Real World Purposes: Telephones In Dramatic Play, K-4 Fluency #3 Shared Reading Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57); How Not to Fight (16:00); I Know How to Listen (13:00)</p>	OV.1.1.6; OV.1.1.11; OV.1.1.12; OV.1.1.13
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<p>LS.1.8.4</p>	<p>Tell experiences in a logical sequence when communicating information orally.</p>	<p>MCO: On a daily basis, schedule students to share their work in front of the class. Give students a framework for organizing the content of their talk if needed. Provide opportunities for students to practice oral expression by making audio tapes of their oral reading. Model how people are introduced in your home.</p> <p>MCO: Have students prepare an item of interest to show the class. Assist the students in preparing a brief explanation of how and why it was produced. Model and role-play appropriate conversational behavior including attentive listening, asking questions, and using appropriate facial expressions.</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language #1-Listening and Responding to Storytelling; K-4 Oral Language #2-Telling a Personal Narrative; K-4 Oral Language #3-Extending Discourse With Details Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	<p>OV.1.1.14; OV.1.1.5; OV.1.1.6; OV.2.1.1</p>
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End of Module 2

Module 2 Start: 10/1/2009 Teaching Days: 37 Test: 12/9/2009

Writing Prompt: Narrative/Personal

SLE	SLE Text	SLE Example	AR Standards
<p>W.1.5.1</p>	<p>Write for different purposes and to a specific audience or person.</p>	<p>Write notes to pen pals, friends, authors, etc. MCO: Examine different types of texts and discuss their functions: (stories to entertain, letters to correspond) utalize text with multicultural connections.</p> <p>Essential Vocabulary: form ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	<p>W.5.1.2; W.5.1.1; W.4.1.3; W.5.1.6</p>

W.1.5.2	Participate in teacher led prewriting activities to generate and organize ideas in writing.	<p>Story maps, webbing, and graphic organizers MCO: teacher will model the organization of writing through story maps, webs, and venn diagrams.</p> <p>MCO: Using a previous pre-writing organizer create a draft.</p> <p>Effective Vocabulary: story map, story web, graphic organizers, Venn diagram, pre-writing, organization ELLA Model Lesson: Day 6, Handout 11,12 Odyssey: search by skill Literacy Matrix: K-4 Writing #3-Write Aloud: Beginning A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.6; W.4.1.7
W.1.5.3	Ask questions to guide selection of writing topics and ask "why" and "how" questions to learn more about topics.	<p>Make topic lists to help students decide on a topic. Narrow wide topics down by asking questions. Use a K-W-L chart with a specific topic.</p>	
W.1.5.4	Focus on one topic.	<p>Use details to expand one topic. Teacher-conferencing while writing to aid in this skill. Read the book Owl Moon- this book focuses on one topic. Use this as an example of how to stay on one topic. Have the kids write about a time they have done something with a parent/grandparent Wemberly Worried- focuses on one topic. Have the kids write about a time they were worried. MCO: Students create a topic web to create a story. Students then select one detail to refocus the topic with new details. MCO: Create a class topic list MCO: Create a piece of writing focusing on one topic. Teachers will co-construct a topic list with the students. MCO: Students choose a selected topic of interest, including multicultural topics to research and communicate their finding.</p> <p>Effective Vocabulary: topic / topic list ELLA Model Lesson: Day 6, Handout 9, 10 Odyssey: search by skill Literacy Matrix: K-4 Writing #4: Write Aloud: Revising A Rough Draft Grades; K-4 Writing #7 Mini-lesson: Writing A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner Other:</p>	W.4.1.2; W.4.1.1; W.4.1.4; IR.12.1.5

W.1.5.5	Write using pictures, letters and words.	<p>Response journals, story-starters Example: Read Hooray for Diffendoofer Day By: Dr. Suess Give the students a story starter (One day my school became....). MCO: Teachers will co-construct a morning message MCO: Provide time on a daily basis for students to write independently. Utilize writing prompt with real life and cultural connections. Provide a writing center in which students can store their writing materials, can find ideas about which to write. Include multicultural selection in writing center and provide time for students to write independently. MCO: Conduct "making words" lessons to reinforce spelling and word recognition. Use trade books to illustrate language art concepts. MCO: Model for students how to form letters correctly. Provide them with magic slates, student chalk boards, etc for practice. Essential Vocabulary: writing, vocabulary, oral, ELLA Model Lesson: Day 5, Handout 7 &8 Odyssey: Search by skill Literacy Matrix: K-4 Writing #4-Writing Aloud: Revising A Rough Draft; K-4 Writing #7-Mini-Lesson: Writing A Rough Draft Scott Foresman Other:</p>	W.7.1.6; W.4.1.3; W.5.1.3; R.8.1.2
W.1.5.6	Write phonetically spelled words, spelling patterns and frequently-used sight words.	<p>Word-wall words, word families Teacher model and conferencing Point out the beginning and ending of books you have read aloud MCO: Use high frequency words when creating oral language presentations and or written work. Continue adding new words to word wall. Students shall utilize personal dictionaries. Effective Vocabulary: high-frequency words, sight words, word wall ELLA Model Lesson: Day 4, Handout 11, 12, 13 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Discovering Language Arts Reading (30:00); A Good Thing About Spots (Whole word version) (15:08)</p>	W.4.1.10; W.7.1.7

W.1.5.7	Vary sentence beginnings.	<p>MCO: During Read Alouds a variety of text, including multicultural literature, will be utilized to illustrate various sentence beginnings.</p> <p>Essential Vocabulary: sentence, beginning</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Parts of Speech (30:00)</p>	W.6.1.2
W.1.5.8	Elaborate to expand an idea by including concrete details.	<p>Use graphic organizers to add details</p> <p>MCO: Students will choose a previous piece of writing, elaborate, expand and digress upon the topic.</p> <p>MCO: Brainstorm elaboration on various topics. Communicate with students the purpose and need for elaboration.</p> <p>MCO: Introduce and use editing charts during assisted writing activities (interactive writing, model writing, and writing aloud.)</p> <p>Effective Vocabulary: describing words, strong action words, elaborate</p> <p>ELLA Model Lesson: Day 6, Handout 4</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.8; W.4.1.13; W.7.1.1
W.1.5.9	Include an introductory sentence and a sense of closure.	<p>Teacher modeling.</p> <p>MCO: Choose a previous piece of writing and create an introductory and closing sentence.</p> <p>Effective Vocabulary: introductory sentence, closing sentence</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.9; W.6.1.2

W.1.5.10	Use strategies for applying phonemic awareness and phonics.	<p>ELLA Use strategies, DIBELS and Benchmark Phonics. STRATEGIES: Say the word slowly. Write what you hear first, next, and last. Check the word to make sure it looks right. Benchmark Phonics and DIBELS MCO: Produce and articulate phonemes correctly. Connect phonemes and graphemes using magnetic letters Effective Vocabulary: strategies, onset, rime ELLA Model Lesson: Day 8, Handout 8, 9, 10, 11 Odyssey: Search by skill Literacy Matrix: K-4 Writing #2-Interactive Writing: Composing A Sentence Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Phonics in Context: Word Beginnings, Middles and Ends (44:11)</p>	W.4.1.11
W.1.5.11	Reread and revise for meaning based on teacher conferences.	<p>Have students reread sentences that do not make sense. Have students clarify and help them re-write to make sense.</p> <p>MCO: Students will conference with the teacher and a peer to revise the written work.</p> <p>Effective Vocabulary: delete, re-read, revise ELLA Model Lesson: Day 6, Handout 6, 7 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Reading (30:00)</p>	W.4.1.12
W.1.5.12	Incorporate into personal writing literary language and styles heard or read in the classroom.	<p>Teacher-led discussions and modeling with literary styles (voice, word-choice, etc) MCO: Utilize modeled writing, Write aloud, and interactive writing. Essential Vocabulary: narrative elements, predictable language ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.7.1.2

W.1.5.13	Leave spaces between words.	<p>Model writing exaggerating spaces. May use a math cube to mark space before writing next word.</p> <p>MCO: Model to students using interactive writing to demonstrate how to provide correct spacing between words and using the lines and spaces of the selected paper.</p> <p>Essential Vocabulary: lines, spaces</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.9
W.1.5.14	Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling with the aid of a checklist.	<p>Teacher conferencing.</p> <p>MCO: Model through morning message. Provide a variety of opportunities to edit their own writing as well as those of their peers.</p> <p>Effective Vocabulary: complete sentence, punctuation marks, period, capitals, edit</p> <p>ELLA Model Lesson: Day 4, Handout 13, 14</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix: K-4 Writing #5 Write Aloud: Revising a Rough Draft Grades K-2</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.14; W.6.1.3
W.1.5.15	Prepare pieces for publications.	<p>Teacher-led directive checklists, dictionaries</p> <p>This was not included on line.</p> <p>Effective Vocabulary: check list, resources, dictionary, word wall, thesaurus, computer</p> <p>ELLA Model Lesson: Day 6, Handout 19</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.16; W.4.1.17; W.4.1.18; W.4.1.19; W.4.1.20; W.7.1.7

W.1.6.1	Write brief narratives describing an experience.	<p>Write a personal story with a beginning, middle, and end. MCO: Create a piece of writing focusing on one topic. Teachers will model a story frame and then students will make their own.</p> <p>MCO: Create a narrative piece of writing and publish using technology. MCO: Select narratives to include in a portfolio.</p> <p>Effective Vocabulary: topic, story frame, paragraph frame, portfolio, publish ELLA Model Lesson: Day 6, Handout 19 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.5; W.4.1.19; W.4.1.20; W.7.1.4
W.1.6.6	Draw pictures and write sentences for a specific purpose.	<p>Reader response, listening center response, journal writing MCO: After listening to several stories by one author, such as Lobel (Frog and Toad, 1979), have students draw scenes from their favorite stories and write reasons why they liked them. Students will participate in small group reading of a story, create a puppet of a character in the story and then use the puppet to role play the story character. Provide opportunities for students to choose the way in which they respond to text.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Angus Lost (11:53); Chato's Kitchen (11:29)</p>	W.9.1.14
W.1.7.1	Use basic sentence structure for simple sentences.	<p>Journal writing, sentence dictation for spelling tests MCO: Conduct mini-lessons on punctuation and capitalization in the context of writing.</p> <p>Essential Vocabulary: sentence, subject, verb, subject-verb agreement ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.1; W.6.1.3

W.1.7.2	Use phonetic strategies to spell unknown words.	<p>Segmentation, analogies to known words (if you can spell back, you can spell sack...) MCO: use overhead and magnetic letters</p> <p>Essential Vocabulary: phonemes, segment, onset, rime ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Phonics/Spelling #1-Hearing and Matching Sounds and Letters in Words, K-4 Phonics/Spelling #2-Making New Words by Changing the Beginning Letter; K-4-Spelling #3-Onset and Rime Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.4
W.1.7.3	Spell basic high frequency words correctly.	<p>Add a couple of sight words to each week's spelling list, journal writing and teacher conferencing MCO: Conduct "making words" lessons to reinforce spelling and word recognition in leveled small groups. MCO: Use student's writing, writing samples, (without names) on a transparency to model how to edit own work using editing checklist.</p> <p>Essential Vocabulary: high frequency words ELLA Model Lesson: Day 7, Handout 2; Day 8, Handout 3, 8, 9, 10, 12, 14 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	W.4.1.10; W.6.1.5; R.8.1.3
W.1.7.4	Print legibly.	<p>Teacher modeling, journal writing MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: spaces, words, sentences, legibly ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.9; W.6.1.10

W.1.7.5	Capitalize the beginning of a sentence.	<p>Teacher modeling, journal writing and conferring, spelling dictation sentences</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: capitalize</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.6
W.1.7.6	Capitalize proper nouns.	<p>Teacher modeling, journal writing</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: proper names, capitalize</p> <p>ELLA Model Lesson:</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.7
W.1.7.7	Use periods at the end of a sentence.	<p>Teacher modeling, sentence dictation and writing center</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct punctuation.</p> <p>Essential Vocabulary: period, sentence</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.6.1.8
End of Module 2			

Reading Passage:

SLE	SLE Text	SLE Example	AR Standards
R.1.1.1	Use knowledge of context clues to make sense of new words.	<p>Use The Magic Hat by Mem Fox. Choose a Tier 2 word from the book to define. Use describing words from the sentence to help students define the word in question.</p> <p>MCO: Explicitly teach the procedure and think aloud the process. Read big books selected from diverse topics and practice the strategy searching for context clues and highlighting them with highlighter tape.</p> <p>Essential Vocabulary: Context Clues ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Vocabulary #1-Explicit Vocabulary With Read Aloud; K-4 Vocabulary #2-Explicit Vocabulary With Read Aloud; K-4 Vocabulary #3-Guided Reading Lesson; K-4 Fluency #6-Word Study: Speed Sorting; Multiple Meaning Words Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); A Story, A Story (10:00)</p>	R.11.1.1; R.11.1.3; R.11.1.8; OV.11.1.7
R.1.1.2	Know the order of the letters of the alphabet beginning with random letters.	<p>Ask students which letters come after and before randomly chosen letters.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical order ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: K-4 Phonics/Spelling #2-Making New Words by changing the beginning letter Other: United Streaming: Chicka Chicka Boom Boom (6:00); Phonics in Context: ABC Animals (57:40) Teach alphabetical order.</p>	R.11.1.4; IR.12.1.2
R.1.1.3	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	<p>Alphabetize class list by first letter.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical Order ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Chicka Chicka Boom Boom (6:00)</p>	IR.12.1.2

R.1.1.6	Read aloud grade-level text fluently (40 wpm) and accurately (90%) with appropriate timing, change in voice, and expression.	<p>First 9 weeks: Level 4</p> <p>Second 9 weeks: Level 8</p> <p>Third 9 weeks: Level 12</p> <p>Fourth 9 weeks: Level 16</p> <p>MCO: Engage students in reading diverse texts with 90% accuracy.</p> <p>MCO: Have students chart their own progress with timed readings, re-read text for fluency practice, targeted practice reading common phrases to increase fluency, and practice for performance reading.</p> <p>Essential Vocabulary: phrasing, pace, intonation</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix: K-4 Fluency #1-Sample Procedure for familiar reading fluency practice; K-4 Fluency #3-Shared reading</p> <p>Other: United Streaming: Discovering Language Arts: Reading (30:00)</p>	R.11.1.10; R.11.1.13; R.11.1.14; R.10.1.5 R.10.1.6; R.10.1.9; R.10.1.13; R.9.1.4
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R.1.2.1	Blend, segment (40 per minute), delete, add, substitute phonemes fluently.	<p>Blend- Tell what is made by the sounds /b/ /a/ /t/. This can be assessed with DIBELS.</p> <p>Segment- Tell me the sounds you hear in the word ham. This can also be assessed with DIBELS.</p> <p>Delete- What is smile without the /s/?</p> <p>Add- What word do you have if you add s to the beginning of park.</p> <p>Substitutes- The word is bug change the /g/ to a /n/. What is the new word?</p> <p>MCO: Teacher says the following: What is the first sound in van? What sound is the same in fix, fall, and fun? Which word doesn't belong? bus, bun, rug. What word is /b/ /i/ /g/? How many sounds are in grab? Now let's write the sounds in grab: /g/, write g; /r/, write r; /a/, write a; /b/, write b. The word is bug. Change /g/ to /n/.What's the new word? What is smile without the /s/? What word do you have if you add /s/ to the beginning of park?</p> <p>Essential Vocabulary: fluently, blend, phoneme ELLA Model Lesson: Day 2, Handout 14, 16, 17, 18, 19, 20 Odyssey: Search skill" Literacy Matrix: K-4 Phonemic Awareness #4-Phonemic Awareness: Phoneme Blending Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading "(30:00); "Phonics in Context: Word Beginnings, Middles and Ends" (44:11)</p>	R.8.1.5; R.8.1.6; R.8.1.7; R.8.1.8; R.8.1.9
R.1.2.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p>Using a big book use highlighter tape to highlight punctuation and capital letters. Discuss that punctuation tells how to read fluently.</p> <p>MCO: Model, using interactive writing to give meaningful practice in correct capitulation and punctuation.</p> <p>Essential Vocabulary: identify, capitalize, period ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading' (30:00)</p>	R.8.1.2; W.6.1.6; W.6.1.8

R.1.2.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat. MCO: Conduct "Making Words" lessons to reinforce beginning, middle, and ending sounds in small groups. Essential Vocabulary: identify ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)	R.8.1.2
R.1.2.5	Recognize different vowel sounds in orally stated single-syllable words.	Say the sound that is in the middle of the bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	
R.1.2.6	Recognize that vowels' sounds can be represented by different letters.	Vowel sounds with silent e, etc. Also, the word "my" has a "y" representing the long "i" vowel sound.	R.8.1.3
R.1.2.7	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).	Correctly read aloud the vowel sounds made in words, such as ear, tear, near, their, or wear. See Benchmark Phonics - weeks 15-18: defining vowel digraphs. MCO: Provide opportunities for students to apply decoding strategies. Provide opportunities to use varying modalities to understand the decoding process (e.g. Elkonian boxes). Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Digraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)	R.11.1.5; R.8.1.13

R.1.2.8	Read common word patterns (-ite, -ate).	<p>Practice decoding using word families. MCO: Provide opportunities for students to apply decoding strategies. Provide opportunities to use varying modalities to understand the decoding process. Essential Vocabulary: word patterns ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Diagraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)</p>	R.11.1.5; R.8.1.3
R.1.2.9	Read and understand simple compound words (birthdays, anything) and contractions (isn't, aren't, can't, won't).	<p>Have two students come up and hold a card. One child has a card that says: to another child has a card that says: day. Have the students hold hands and put the words together to show a compound word: today. Then have them move apart and see that it is two separate words. Have six students come and hold a card. Two children will hold the cards that make: is three children will hold the cards that spell: not and one child holds the apostrophe. Have child remove the :o and add apostrophe and hold hands to put the word together to show new contraction: isn't. Using a big book, have the students highlight compound words or contractions. Talk about how knowing that two words are combined can help you break apart words. MCO: Provide multicultural literature opportunities that incorporates compound words and contractions. Essential Vocabulary: contractions, compound words ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3
R.1.2.10	Read and understand root words (look) and their inflectional forms (looks, looked, looking).	<p>Recognize that the -s added to the end of chair makes it mean more than one chair. Recognize that adding -ed to the end of jump makes it mean jumped that happened in the past. MCO: Provide multicultural literature opportunities that incorporates root words and inflectional forms. Essential Vocabulary: root words, inflectional endings ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3; R.11.1.8

R.1.2.12	Monitor, cross-check, and self-correct to make meaning of the text.	<p>STRATEGIES INCLUDE:</p> <ol style="list-style-type: none"> 1. Use picture clues. 2. Decode/blend. 3. Say the beginning sound. 4. Look for chunks (stand). 5. Use other words you know to help (like can help you read bike). 6. Re-read. 7. Does it make sense? 8. Skip it and go back and re-read. <p>MCO: Provide familiar multicultural topic books that students can read during independent reading time.</p> <p>MCO: Read aloud a book with which students can easily identify. Have students recall a related personal experience, record it through drawing or writing, and add it to a bulletin board display.</p> <p>MCO: Think aloud the mental process, self-correct using the following strategies:</p> <ul style="list-style-type: none"> • Does this make sense? • Does it sound right? • Does it look right? <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Fluency #4-Guided Reading Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Seven Candles for Kwanzaa (9:40); Too Many Tamales (8:00)</p>	R.9.1.1; R.9.1.8; R.11.1.12
R.1.2.13	Apply rhyming words as a reading strategy.	<p>MCO: Utilize analogies to figure out new words.</p> <p>Say to students: If you know the beginning sound in cat and the ending sound in some then you can figure out the word come.</p>	
R.1.3.1	Read and compare multiple books by the same author.	<p>MCO: Give groups the opportunity to read several books by one author. Have students draw a scene from their favorite book and write a short paragraph explaining the choice, and look for similarities and differences between books.</p> <p>Essential Vocabulary: compare ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Boy, A Dog and A Frog (9:42); Cannonball (28:30)...</p>	R.10.1.4

R.1.3.3	Activate and build background knowledge to enhance understanding of the text.	If a sentence in a story reads "The dog buried his bone in the back yard," the question might be "Where did the dog bury his bone?"	R.9.1.1
R.1.3.5	Ask and answer questions before, during, and after reading.	<p>Read <i>The Paper Bag Princess</i> by Robert Munsch .</p> <p>Before: Look at the front cover- What do you think the story will be about?</p> <p>During: Why did Elizabeth have the dragon burn up ten forests?</p> <p>After: Why didn't they get married?</p> <p>MCO: Provide a variety of formats of literature to allow students to ask and answer a variety of questions including who, what, where, when, why, and how; and other questions for students to seek elaboration and justifications.</p> <p>Essential Vocabulary: before, during, after</p> <p>ELLA Model Lesson: Shared Reading/Comprehension, Day 3, Handout 5-6</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: A Weekend With Wendell (11:00)</p>	R.9.1.5; R.9.1.7; R.9.1.8
R.1.3.6	Create a main idea statement about a selection.	<p>What is the main idea of <i>Chrysanthemum</i> by Kevin Henkes?</p> <p>MCO: Students and teacher create anchor charts describing the main idea of various Read Aloud texts.</p> <p>Essential Vocabulary: main idea</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix: K-4 Comprehension #2-Mini lesson: story elements: Identifying Problem and Goal; K-4 Comprehension #3 -Guided Reading Lesson: Determining Importance</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08); <i>The Clown of God</i> (10:13)</p>	R.9.1.11; R.10.1.7; OV.2.1.2
R.1.3.7	Locate information within the text to answer literal questions.	<p><i>Doctor Desoto</i> by William Steig</p> <p>What time would the fox's new tooth be ready?</p> <p>MCO: Given a literal question based on a multicultural text students will locate specific information to answer the question.</p>	R.9.1.6; R.9.1.12; R.10.1.11; R.10.1.19

R.1.3.8	Make and explain inferences from text.	<p>Doctor Desoto by William Steig Why did the fox have a bandage around his jaw? MCO: Read a book selected from diverse topics that students are not familiar with to practice the strategy of making predictions. Students explained their prior knowledge about a topic and what they read that helped them infer and and draw a conclusion.</p> <p>Essential Vocabulary: literal ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Comprehension #3-Guided Reading Lesson: Determining Importance Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Weekend With Wendell (11:00)</p>	R.9.1.9
R.1.3.10	Confirm predictions about what will happen next in a story	<p>I Went Walking – by Sue Williams Look at the pictures and make a prediction about the next animal in the book. Lily’s Purple Plastic Purse by Kevin Henkes- Read the story aloud, stopping along the way to ask what will happen next and let them predict how the story might end. MCO: Use literature that reflects diverse cultural groups, have students make connections with their personal experiences, use material with high interest level, that have a cultural connection and/or depict real life situations.</p> <p>Essential Vocabulary: prediction ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08); Angus and the Ducks (14:00)</p>	R.9.1.9; R.9.1.4; OV.2.1.4

R.1.3.11	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.	<p>After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p> <p>MCO: Encourage students to discuss subject area learning activities while in progress.</p> <p>Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting. Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). Model techniques of cooperative learning activities and provide opportunities for practice (e.g., creating a collage, building a model). Model for student how to share an opinion with examples to support that opinion. Provide sharing time for students to share thoughts and ideas.</p> <p>Discuss local current events of interest to students.</p> <p>Essential Vocabulary: opinions</p> <p>ELLA Model Lesson:</p> <p>Odyssey:</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	OV.1.1.7
R.1.3.12	Use resources, including a table of contents, to enhance reading.	<p>MCO: model the effective use of a developmentally appropriate dictionary. Give opportunities to practice with a buddy. Provide appropriate dictionaries for the use of students in the classroom.</p> <p>MCO: teach students how to apply their knowledge of alphabetical order when using a dictionary; give multiple opportunities for students to use alphabetical order through center and classroom activities.</p> <p>MCO: Model with nonfiction big books how to access information using parts of the book such as a glossary, index, and table of contents. Think aloud the process of searching text features for information.</p> <p>MCO: During units of study have students locate different sources of information on the topic.</p> <p>Essential Vocabulary: resources, table of contents</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming; Discovering Language Arts: Research (7:33)</p>	IR.12.1.3; R.10.1.20; R.10.1.21; R.10.1.22

R.1.3.13	Follow simple written instructions.	<p>MCO: Provide an environment that is rich in punctual print, example: labels, signs, lunch menus, charts etc. Labels areas of the room. Allow student to label as needed. Allow students input in creation of labels.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skills Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	R.10.1.19
R.1.4.1	Distinguish between fiction and nonfiction.	<p>Compare Roly Poly Spider by Jill Sardegna to Spiders by Gail Gibbons</p> <p>MCO: Discuss the difference between texts that are "make-believe" and real life stories. Co-construct an anchor chart with distinguishing features between fantasy, realistic fiction, and non-fiction.</p> <p>MCO: Discuss the difference between text that tell stories and texts that give information showing examples of each.</p> <p>Essential Vocabulary: fiction, non-fiction, fantasy, realistic fiction ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: And then What Happened, Paul Revere? (23:55); The Beast of Monsieur Racine (10:00)</p>	R.10.1.2; R.10.1.3; R.10.1.11; R.10.1.13
R.1.4.2	Use graphic organizers to make meaning of a reading selection (lists, story maps, t-charts).	<p>Create a T-chart contrasting fiction and nonfiction.</p> <p>MCO: After reading and re-reading a book of selected literature, model a story map or frame, circle story map or semantic map using information dictated by the students. Selected literature should include multicultural connections.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: The Emperor's New Clothes (10:00); Mouse Around (13:00), United Streaming: Discovering Language Arts: Research (7:33)</p>	R.10.1.10; IR.12.1.4

R.1.4.3	Sequence simple actions to make meaning.	<p>Sequence the events in <i>Leo the Late Bloomer</i> by Robert Kraus. This can be sequence of pictures in order, events, or steps in a "how to"</p> <p>MCO: Assign students in small groups to illustrate an event of a story, then, use the illustrations to retell the story sequentially. After reading a story, have students use picture cards to sequence the major events. Include stories that have real life or multicultural connections.</p> <p>Essential Vocabulary: Sequence ELLA Model Lesson: Odyssey: Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Non-Fiction (16:19), Who's That Stepping on Plymouth Rock? (22:43)</p>	R.9.1.12; R.10.1.12; R. 10.1.15
LS.1.8.2	Restate facts found in readings or heard in discussions.	<p>MCO: Provide opportunities for students to participate in formal and informal speaking/listening activities (ex: "Talk, Talk" Strategy). Use "think aloud" activities to encourage students to use prior knowledge to make predictions about the story. Allow time everyday for students to talk about favorite books and read aloud parts of stories, poems and riddles they have enjoyed. After reading a book to the class, have students discuss their favorite part with their partner. Have students brainstorm and identify appropriate ways to resolve conflict. Use questioning to elicit from students the reasons for their opinions. Discuss local current events of interest to students. Allow student to share in small groups and have small groups share with large group. Have students brainstorm ways to participate in formal and informal discussions. Use pictures brought from home to spur the children to talk, building language from the discussion.</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language #1-Listening and Responding to Storytelling; K-4 Oral Language #2-Telling a Personal Narrative Scott Foresman: Arkansas Lesson Planner Other:</p>	OV.1.1.9; OV.3.1.2

LS.1.8.3	Give or restate accurate directions.	<p>MCO: Practice using directions using place words such as, above, under, top, bottom, beside, behind, etc. Play games, which require students to give directions to the class. (Simon Says)</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language; Oral Language/Reading Comprehension Understanding and Following Directions in Functional Text Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	OV.1.1.8; OV.2.1.3; OV.2.1.5
LS.1.8.4	Tell experiences in a logical sequence when communicating information orally.	<p>MCO: On a daily basis, schedule students to share their work in front of the class. Give students a framework for organizing the content of their talk if needed. Provide opportunities for students to practice oral expression by making audio tapes of their oral reading. Model how people are introduced in your home.</p> <p>MCO: Have students prepare an item of interest to show the class. Assist the students in preparing a brief explanation of how and why it was produced. Model and role-play appropriate conversational behavior including attentive listening, asking questions, and using appropriate facial expressions.</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language #1-Listening and Responding to Storytelling; K-4 Oral Language #2-Telling a Personal Narrative; K-4 Oral Language #3-Extending Discourse With Details Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	OV.1.1.14; OV.1.1.5; OV.1.1.6; OV.2.1.1

End of Module 3

SLE	SLE Text	SLE Example	AR Standards
W.1.5.1	Write for different purposes and to a specific audience or person.	<p>Write notes to pen pals, friends, authors, etc. MCO: Examine different types of texts and discuss their functions: (stories to entertain, letters to correspond) utalize text with multicultural connections.</p> <p>Essential Vocabulary: form ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.5.1.2; W.5.1.1; W.4.1.3; W.5.1.6
W.1.5.2	Participate in teacher led prewriting activities to generate and organize ideas in writing.	<p>Story maps, webbing, and graphic organizers MCO: teacher will model the organization of writing through story maps, webs, and venn diagrams.</p> <p>MCO: Using a previous pre-writing organizer create a draft.</p> <p>Effective Vocabulary: story map, story web, graphic organizers, Venn diagram, pre-writing, organization ELLA Model Lesson: Day 6, Handout 11,12 Odyssey: search by skill Literacy Matrix: K-4 Writing #3-Write Aloud: Beginning A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.6; W.4.1.7
W.1.5.3	Ask questions to guide selection of writing topics and ask "why" and "how" questions to learn more about topics.	<p>Make topic lists to help students decide on a topic. Narrow wide topics down by asking questions. Use a K-W-L chart with a specific topic.</p>	

W.1.5.4	Focus on one topic.	<p>Use details to expand one topic. Teacher-conferencing while writing to aid in this skill.</p> <p>Read the book Owl Moon- this book focuses on one topic. Use this as an example of how to stay on one topic. Have the kids write about a time they have done something with a parent/grandparent</p> <p>Wemberly Worried- focuses on one topic. Have the kids write about a time they were worried.</p> <p>MCO: Students create a topic web to create a story. Students then select one detail to refocus the topic with new details.</p> <p>MCO: Create a class topic list</p> <p>MCO: Create a piece of writing focusing on one topic. Teachers will co-construct a topic list with the students.</p> <p>MCO: Students choose a selected topic of interest, including multicultural topics to research and communicate their finding.</p> <p>Effective Vocabulary: topic / topic list</p> <p>ELLA Model Lesson: Day 6, Handout 9, 10</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix: K-4 Writing #4: Write Aloud: Revising A Rough Draft Grades; K-4 Writing #7 Mini-lesson: Writing A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.2; W.4.1.1; W.4.1.4; IR.12.1.5
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W.1.5.5	Write using pictures, letters and words.	<p>Response journals, story-starters Example: Read Hooray for Diffendoofer Day By: Dr. Suess Give the students a story starter (One day my school became....). MCO: Teachers will co-construct a morning message MCO: Provide time on a daily basis for students to write independently. Utilize writing prompt with real life and cultural connections. Provide a writing center in which students can store their writing materials, can find ideas about which to write. Include multicultural selection in writing center and provide time for students to write independently. MCO: Conduct "making words" lessons to reinforce spelling and word recognition. Use trade books to illustrate language art concepts. MCO: Model for students how to form letters correctly. Provide them with magic slates, student chalk boards, etc for practice. Essential Vocabulary: writing, vocabulary, oral, ELLA Model Lesson: Day 5, Handout 7 &8 Odyssey: Search by skill Literacy Matrix: K-4 Writing #4-Writing Aloud: Revising A Rough Draft; K-4 Writing #7-Mini-Lesson: Writing A Rough Draft Scott Foresman Other:</p>	W.7.1.6; W.4.1.3; W.5.1.3; R.8.1.2
W.1.5.6	Write phonetically spelled words, spelling patterns and frequently-used sight words.	<p>Word-wall words, word families Teacher model and conferencing Point out the beginning and ending of books you have read aloud MCO: Use high frequency words when creating oral language presentations and or written work. Continue adding new words to word wall. Students shall utilize personal dictionaries. Effective Vocabulary: high-frequency words, sight words, word wall ELLA Model Lesson: Day 4, Handout 11, 12, 13 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Discovering Language Arts Reading (30:00); A Good Thing About Spots (Whole word version) (15:08)</p>	W.4.1.10; W.7.1.7

W.1.5.7	Vary sentence beginnings.	<p>MCO: During Read Alouds a variety of text, including multicultural literature, will be utilized to illustrate various sentence beginnings.</p> <p>Essential Vocabulary: sentence, beginning</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Parts of Speech (30:00)</p>	W.6.1.2
W.1.5.8	Elaborate to expand an idea by including concrete details.	<p>Use graphic organizers to add details</p> <p>MCO: Students will choose a previous piece of writing, elaborate, expand and digress upon the topic.</p> <p>MCO: Brainstorm elaboration on various topics. Communicate with students the purpose and need for elaboration.</p> <p>MCO: Introduce and use editing charts during assisted writing activities (interactive writing, model writing, and writing aloud.)</p> <p>Effective Vocabulary: describing words, strong action words, elaborate</p> <p>ELLA Model Lesson: Day 6, Handout 4</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.8; W.4.1.13; W.7.1.1
W.1.5.9	Include an introductory sentence and a sense of closure.	<p>Teacher modeling.</p> <p>MCO: Choose a previous piece of writing and create an introductory and closing sentence.</p> <p>Effective Vocabulary: introductory sentence, closing sentence</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.9; W.6.1.2

W.1.5.10	Use strategies for applying phonemic awareness and phonics.	<p>ELLA Use strategies, DIBELS and Benchmark Phonics. STRATEGIES: Say the word slowly. Write what you hear first, next, and last. Check the word to make sure it looks right. Benchmark Phonics and DIBELS MCO: Produce and articulate phonemes correctly. Connect phonemes and graphemes using magnetic letters Effective Vocabulary: strategies, onset, rime ELLA Model Lesson: Day 8, Handout 8, 9, 10, 11 Odyssey: Search by skill Literacy Matrix: K-4 Writing #2-Interactive Writing: Composing A Sentence Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Phonics in Context: Word Beginnings, Middles and Ends (44:11)</p>	W.4.1.11
W.1.5.11	Reread and revise for meaning based on teacher conferences.	<p>Have students reread sentences that do not make sense. Have students clarify and help them re-write to make sense.</p> <p>MCO: Students will conference with the teacher and a peer to revise the written work.</p> <p>Effective Vocabulary: delete, re-read, revise ELLA Model Lesson: Day 6, Handout 6, 7 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Reading (30:00)</p>	W.4.1.12
W.1.5.12	Incorporate into personal writing literary language and styles heard or read in the classroom.	<p>Teacher-led discussions and modeling with literary styles (voice, word-choice, etc) MCO: Utilize modeled writing, Write aloud, and interactive writing. Essential Vocabulary: narrative elements, predictable language ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.7.1.2

W.1.5.14	Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling with the aid of a checklist.	<p>Teacher conferencing.</p> <p>MCO: Model through morning message. Provide a variety of opportunities to edit their own writing as well as those of their peers.</p> <p>Effective Vocabulary: complete sentence, punctuation marks, period, capitals, edit</p> <p>ELLA Model Lesson: Day 4, Handout 13, 14</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix: K-4 Writing #5 Write Aloud: Revising a Rough Draft Grades K-2</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.14; W.6.1.3
W.1.5.15	Prepare pieces for publications.	<p>Teacher-led directive checklists, dictionaries</p> <p>This was not included on line.</p> <p>Effective Vocabulary: check list, resources, dictionary, word wall, thesaurus, computer</p> <p>ELLA Model Lesson: Day 6, Handout 19</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.16; W.4.1.17; W.4.1.18; W.4.1.19; W.4.1.20; W.7.1.7
W.1.6.2	Write brief expository descriptions of a real object, person, place or event – using sensory details.	<p>Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.</p> <p>MCO: Read a book with multicultural connections, and have students write their responses in their reading response journals. Have students keep expository response journals or learning logs to write about what they have learned in the different subject areas (Math, science, social studies) or during a theme/unit of study. Provide opportunities for students to write expository text for informational purposes</p> <p>Essential Vocabulary: expository, description</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	W.4.1.5; W.5.1.5

W.1.6.4	Write instructions with appropriate sequence.	<p>Write simple instructional stories about tasks: how to brush your teeth, how to make a peanut butter sandwich, etc. Use time-order words: first, next, then, last.</p> <p>MCO: Generate a list of instructions.</p> <p>Essential Vocabulary: instructions, sequence ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.5.1.4
W.1.6.5	Write thank you notes and invitations.	<p>Write thank-you notes which include personal reasons for your thankfulness and invitations that include who, what, where, when and why.</p> <p>MCO: Create letters, cards, thank you notes, etc for their peers. Include some samples in a writing portfolio.</p> <p>Essential Vocabulary: invitations, thank you notes, personal narratives ELLA Model Lesson: Day 4, Handout 7, 8 Odyssey: Search by skill Literacy Matrix: Scott Foresman; Arkansas Lesson Planner Other:</p>	W.5.1.6
W.1.6.6	Draw pictures and write sentences for a specific purpose.	<p>Reader response, listening center response, journal writing</p> <p>MCO: After listening to several stories by one author, such as Lobel (Frog and Toad, 1979), have students draw scenes from their favorite stories and write reasons why they liked them. Students will participate in small group reading of a story, create a puppet of a character in the story and then use the puppet to role play the story character. Provide opportunities for students to choose the way in which they respond to text.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Angus Lost (11:53); Chato's Kitchen (11:29)</p>	W.9.1.14

W.1.7.1	Use basic sentence structure for simple sentences.	<p>Journal writing, sentence dictation for spelling tests MCO: Conduct mini-lessons on punctuation and capitalization in the context of writing. Essential Vocabulary: sentence, subject, verb, subject-verb agreement ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.1; W.6.1.3
W.1.7.2	Use phonetic strategies to spell unknown words.	<p>Segmentation, analogies to known words (if you can spell back, you can spell sack...) MCO: use overhead and magnetic letters Essential Vocabulary: phonemes, segment, onset, rime ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Phonics/Spelling #1-Hearing and Matching Sounds and Letters in Words, K-4 Phonics/Spelling #2-Making New Words by Changing the Beginning Letter; K-4-Spelling #3-Onset and Rime Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.4
W.1.7.3	Spell basic high frequency words correctly.	<p>Add a couple of sight words to each week's spelling list, journal writing and teacher conferencing MCO: Conduct "making words" lessons to reinforce spelling and word recognition in leveled small groups. MCO: Use student's writing, writing samples, (without names) on a transparency to model how to edit own work using editing checklist. Essential Vocabulary: high frequency words ELLA Model Lesson: Day 7, Handout 2; Day 8, Handout 3, 8, 9, 10, 12, 14 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	W.4.1.10; W.6.1.5; R.8.1.3

W.1.7.4	Print legibly.	<p>Teacher modeling, journal writing MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization. Essential Vocabulary: spaces, words, sentences, legibly ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.9; W.6.1.10
W.1.7.5	Capitalize the beginning of a sentence.	<p>Teacher modeling, journal writing and conferring, spelling dictation sentences MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization. Essential Vocabulary: capitalize ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.6
W.1.7.6	Capitalize proper nouns.	<p>Teacher modeling, journal writing MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization. Essential Vocabulary: proper names, capitalize ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.7
W.1.7.7	Use periods at the end of a sentence.	<p>Teacher modeling, sentence dictation and writing center MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct punctuation. Essential Vocabulary: period, sentence ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.8

Reading Passage:

SLE	SLE Text	SLE Example	AR Standards
R.1.1.2	Know the order of the letters of the alphabet beginning with random letters.	<p>Ask students which letters come after and before randomly chosen letters.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical order ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: K-4 Phonics/Spelling #2-Making New Words by changing the beginning letter Other: United Streaming: Chicka Chicka Boom Boom (6:00); Phonics in Context: ABC Animals (57:40) Teach alphabetical order.</p>	R.11.1.4; IR.12.1.2
R.1.1.3	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	<p>Alphabetize class list by first letter.</p> <p>MCO: Teach students how to use their knowledge of alphabetical order when using the reference materials</p> <p>Essential Vocabulary: Alphabetical Order ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Chicka Chicka Boom Boom (6:00)</p>	IR.12.1.2

R.1.1.6	Read aloud grade-level text fluently (40 wpm) and accurately (90%) with appropriate timing, change in voice, and expression.	<p>First 9 weeks: Level 4</p> <p>Second 9 weeks: Level 8</p> <p>Third 9 weeks: Level 12</p> <p>Fourth 9 weeks: Level 16</p> <p>MCO: Engage students in reading diverse texts with 90% accuracy.</p> <p>MCO: Have students chart their own progress with timed readings, re-read text for fluency practice, targeted practice reading common phrases to increase fluency, and practice for performance reading.</p> <p>Essential Vocabulary: phrasing, pace, intonation</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by Skill</p> <p>Literacy Matrix: K-4 Fluency #1-Sample Procedure for familiar reading fluency practice; K-4 Fluency #3-Shared reading</p> <p>Other: United Streaming: Discovering Language Arts: Reading (30:00)</p>	R.11.1.10; R.11.1.13; R.11.1.14; R.10.1.5 R.10.1.6; R.10.1.9; R.10.1.13; R.9.1.4
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R.1.2.1	Blend, segment (40 per minute), delete, add, substitute phonemes fluently.	<p>Blend- Tell what is made by the sounds /b/ /a/ /t/. This can be assessed with DIBELS.</p> <p>Segment- Tell me the sounds you hear in the word ham. This can also be assessed with DIBELS.</p> <p>Delete- What is smile without the /s/?</p> <p>Add- What word do you have if you add s to the beginning of park.</p> <p>Substitutes- The word is bug change the /g/ to a /n/. What is the new word?</p> <p>MCO: Teacher says the following: What is the first sound in van? What sound is the same in fix, fall, and fun? Which word doesn't belong? bus, bun, rug. What word is /b/ /i/ /g/? How many sounds are in grab? Now let's write the sounds in grab: /g/, write g; /r/, write r; /a/, write a; /b/, write b. The word is bug. Change /g/ to /n/.What's the new word? What is smile without the /s/? What word do you have if you add /s/ to the beginning of park?</p> <p>Essential Vocabulary: fluently, blend, phoneme ELLA Model Lesson: Day 2, Handout 14, 16, 17, 18, 19, 20 Odyssey: Search skill" Literacy Matrix: K-4 Phonemic Awareness #4-Phonemic Awareness: Phoneme Blending Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading "(30:00); "Phonics in Context: Word Beginnings, Middles and Ends" (44:11)</p>	R.8.1.5; R.8.1.6; R.8.1.7; R.8.1.8; R.8.1.9
R.1.2.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p>Using a big book use highlighter tape to highlight punctuation and capital letters. Discuss that punctuation tells how to read fluently.</p> <p>MCO: Model, using interactive writing to give meaningful practice in correct capitulation and punctuation.</p> <p>Essential Vocabulary: identify, capitalize, period ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading' (30:00)</p>	R.8.1.2; W.6.1.6; W.6.1.8

R.1.2.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat. MCO: Conduct "Making Words" lessons to reinforce beginning, middle, and ending sounds in small groups. Essential Vocabulary: identify ELLA Model Lesson: Day 2, Handout 14; Day 3, Handout 4; Day 4, Handout 8 Odyssey: Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)	R.8.1.2
R.1.2.5	Recognize different vowel sounds in orally stated single-syllable words.	Say the sound that is in the middle of the bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	
R.1.2.6	Recognize that vowels' sounds can be represented by different letters.	Vowel sounds with silent e, etc. Also, the word "my" has a "y" representing the long "i" vowel sound.	R.8.1.3
R.1.2.7	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).	Correctly read aloud the vowel sounds made in words, such as ear, tear, near, their, or wear. See Benchmark Phonics - weeks 15-18: defining vowel digraphs. MCO: Provide opportunities for students to apply decoding strategies. Provide opportunities to use varying modalities to understand the decoding process (e.g. Elkonian boxes). Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Digraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)	R.11.1.5; R.8.1.13

R.1.2.8	Read common word patterns (-ite, -ate).	<p>Practice decoding using word families. MCO: Provide opportunities for students to apply decoding strategies. Provide opportunities to use varying modalities to understand the decoding process. Essential Vocabulary: word patterns ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4-Spelling #3-Onset and Rime, K-4 Phonics-Spelling-Word Maker with Initial Consonants, Diagraphs, and Blends Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading (30:00); Miss Nelson Has a Field Day (13:09)</p>	R.11.1.5; R.8.1.3
R.1.2.9	Read and understand simple compound words (birthdays, anything) and contractions (isn't, aren't, can't, won't).	<p>Have two students come up and hold a card. One child has a card that says: to another child has a card that says: day. Have the students hold hands and put the words together to show a compound word: today. Then have them move apart and see that it is two separate words. Have six students come and hold a card. Two children will hold the cards that make: is three children will hold the cards that spell: not and one child holds the apostrophe. Have child remove the :o and add apostrophe and hold hands to put the word together to show new contraction: isn't. Using a big book, have the students highlight compound words or contractions. Talk about how knowing that two words are combined can help you break apart words. MCO: Provide multicultural literature opportunities that incorporates compound words and contractions. Essential Vocabulary: contractions, compound words ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3
R.1.2.10	Read and understand root words (look) and their inflectional forms (looks, looked, looking).	<p>Recognize that the -s added to the end of chair makes it mean more than one chair. Recognize that adding -ed to the end of jump makes it mean jumped that happened in the past. MCO: Provide multicultural literature opportunities that incorporates root words and inflectional forms. Essential Vocabulary: root words, inflectional endings ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner</p>	R.11.1.2; R.11.1.3; R.11.1.8

R.1.2.12	Monitor, cross-check, and self-correct to make meaning of the text.	<p>STRATEGIES INCLUDE:</p> <ol style="list-style-type: none"> 1. Use picture clues. 2. Decode/blend. 3. Say the beginning sound. 4. Look for chunks (stand). 5. Use other words you know to help (like can help you read bike). 6. Re-read. 7. Does it make sense? 8. Skip it and go back and re-read. <p>MCO: Provide familiar multicultural topic books that students can read during independent reading time. MCO: Read aloud a book with which students can easily identify. Have students recall a related personal experience, record it through drawing or writing, and add it to a bulletin board display. MCO: Think aloud the mental process, self-correct using the following strategies:</p> <ul style="list-style-type: none"> • Does this make sense? • Does it sound right? • Does it look right? <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Fluency #4-Guided Reading Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Seven Candles for Kwanzaa (9:40); Too Many Tamales (8:00)</p>	R.9.1.1; R.9.1.8; R.11.1.12
R.1.2.13	Apply rhyming words as a reading strategy.	<p>MCO: Utilize analogies to figure out new words. Say to students: If you know the beginning sound in cat and and the ending sound in some then you can figure out the word come.</p>	
R.1.3.1	Read and compare multiple books by the same author.	<p>MCO: Give groups the opportunity to read several books by one author. Have students draw a scene from their favorite book and write a short paragraph explaining the choice, and look for similarities and differences between books.</p> <p>Essential Vocabulary: compare ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Boy, A Dog and A Frog (9:42); Cannonball (28:30)...</p>	R.10.1.4

R.1.3.2	Read and discuss simple poetry, including couplets and acrostics.	<p>MCO: Provide opprotunities for students to examine the characteristics of poetry.</p> <p>Essential Vocabulary: couplets, acrostics ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Johnny Appleseed (10:56)</p>	R.10.1.16; R.10.1.17; R.10.1.18; R. 11.1.9
R.1.3.3	Activate and build background knowledge to enhance understanding of the text.	If a sentence in a story reads "The dog buried his bone in the back yard," the question might be "Where did the dog bury his bone?"	R.9.1.1
R.1.3.5	Ask and answer questions before, during, and after reading.	<p>Read The Paper Bag Princess by Robert Munsch . Before: Look at the front cover- What do you think the story will be about? During: Why did Elizabeth have the dragon burn up ten forests? After: Why didn't they get married?</p> <p>MCO: Provide a variety of formats of literature to allow students to ask and answer a variety of questions including who, what, where, when, why, and how; and other questions for students to seek elaboration and justifications.</p> <p>Essential Vocabulary: before, during, after ELLA Model Lesson: Shared Reading/Comprehension, Day 3, Handout 5-6 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: A Weekend With Wendell (11:00)</p>	R.9.1.5; R.9.1.7; R.9.1.8
R.1.3.10	Confirm predictions about what will happen next in a story	<p>I Went Walking – by Sue Williams Look at the pictures and make a prediction about the next animal in the book. Lily's Purple Plastic Purse by Kevin Henkes- Read the story aloud, stopping along the way to ask what will happen next and let them predict how the story might end.</p> <p>MCO: Use literature that reflects diverse cultural groups, have students make connections with their personal experiences, use material with high interest level, that have a cultural connection and/or depict real life situations.</p> <p>Essential Vocabulary: prediction ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Reading Fiction (25:08); Angus and the Ducks (14:00)</p>	R.9.1.9; R.9.1.4; OV.2.1.4

R.1.3.11	Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read.	<p>After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p> <p>MCO: Encourage students to discuss subject area learning activities while in progress.</p> <p>Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting. Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). Model techniques of cooperative learning activities and provide opportunities for practice (e.g., creating a collage, building a model). Model for student how to share an opinion with examples to support that opinion. Provide sharing time for students to share thoughts and ideas.</p> <p>Discuss local current events of interest to students.</p> <p>Essential Vocabulary: opinions</p> <p>ELLA Model Lesson:</p> <p>Odyssey:</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	OV.1.1.7
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R.1.4.4	Respond to texts by contributing to a reading journal/log that demonstrates appropriate comprehension skills, including picture and written responses, reading log, and interest list.	<p>Respond in a journal after reading a book or participating in an activity led by the teacher.</p> <p>Use a response log to respond to what they have read independently in guided reading.</p> <p>MCO: Students will participate in reader's workshop and have the opportunity to self select and read a variety of text.</p> <p>MCO: Students will participate in reader's workshop and have the opportunity to choose and reflect on books of their independent reading level.</p> <p>MCO: Student recommendations of books to classmates.</p> <p>MCO: Provide many opportunities for students to experience and reflect on text with others. Implement reader's theater to provide purpose, practice, and success in reading with others.</p> <p>MCO: Model writing appropriate kinds of responses in their reading log. Provide opportunities for students to make entries in a personal reading log to track their interest, the books they have read, their understanding, and response to text.</p> <p>MCO: Provide direct instruction and modeling on appropriate, personally readable books. Provide and give students a chance to share "book talks" on a book to inform their choice. Co-construct an anchor chart on how to choose a book.</p> <p>Essential Vocabulary: response/ response journal</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Noisy Nora (6:00); Where the Wild Things Are (7:03)</p>	R.10.1.1; R.10.1.5; R.10.1.8; 10.1.14; R.9.1.14; R.10.1.15
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LS.1.8.4	Tell experiences in a logical sequence when communicating information orally.	<p>MCO: On a daily basis, schedule students to share their work in front of the class. Give students a framework for organizing the content of their talk if needed. Provide opportunities for students to practice oral expression by making audio tapes of their oral reading. Model how people are introduced in your home.</p> <p>MCO: Have students prepare an item of interest to show the class. Assist the students in preparing a brief explanation of how and why it was produced. Model and role-play appropriate conversational behavior including attentive listening, asking questions, and using appropriate facial expressions.</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Oral Language #1-Listening and Responding to Storytelling; K-4 Oral Language #2-Telling a Personal Narrative; K-4 Oral Language #3-Extending Discourse With Details Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	OV.1.1.14; OV.1.1.5; OV.1.1.6; OV.2.1.1
LS.1.8.5	Give presentations that - narrate a sequence of events (personal experiences or a story); and - discuss readings and story elements.	<p>MCO: Model appropriate behavior of the listener and speaker. MCO: Use modeled writing to record an experience or event. Read a story and have students use the pattern of the text to retell the story. Have students role-play appropriate listening and speaking behaviors. Role-play an appropriate response to an introduction</p> <p>ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Use modeled writing, art, movement, etc to show students how to record visual and spoken experiences. Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57), United Streaming: Discovering Language Arts: Listening and Speaking (40:57); Discovering Simple Machines: Inclined Plane, Wedge, Screw (13:00); Musical Max (9:20), United Streaming: You and Your Hospital (19:00); Information Please! Your Library in Action (16:00)</p>	OV.1.1.2; OV.1.1.3; OV.2.1.6; OV.3.1.3; OV.3.1.1; OV.3.1.4; IR.12.1.1

End of Module 4

SLE	SLE Text	SLE Example	AR Standards
W.1.5.1	Write for different purposes and to a specific audience or person.	<p>Write notes to pen pals, friends, authors, etc. MCO: Examine different types of texts and discuss their functions: (stories to entertain, letters to correspond) utilize text with multicultural connections.</p> <p>Essential Vocabulary: form ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.5.1.2; W.5.1.1; W.4.1.3; W.5.1.6
W.1.5.2	Participate in teacher led prewriting activities to generate and organize ideas in writing.	<p>Story maps, webbing, and graphic organizers MCO: teacher will model the organization of writing through story maps, webs, and venn diagrams.</p> <p>MCO: Using a previous pre-writing organizer create a draft.</p> <p>Effective Vocabulary: story map, story web, graphic organizers, Venn diagram, pre-writing, organization ELLA Model Lesson: Day 6, Handout 11,12 Odyssey: search by skill Literacy Matrix: K-4 Writing #3-Write Aloud: Beginning A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.6; W.4.1.7
W.1.5.3	Ask questions to guide selection of writing topics and ask "why" and "how" questions to learn more about topics.	<p>Make topic lists to help students decide on a topic. Narrow wide topics down by asking questions. Use a K-W-L chart with a specific topic.</p>	

W.1.5.4	Focus on one topic.	<p>Use details to expand one topic. Teacher-conferencing while writing to aid in this skill.</p> <p>Read the book Owl Moon- this book focuses on one topic. Use this as an example of how to stay on one topic. Have the kids write about a time they have done something with a parent/grandparent</p> <p>Wemberly Worried- focuses on one topic. Have the kids write about a time they were worried.</p> <p>MCO: Students create a topic web to create a story. Students then select one detail to refocus the topic with new details.</p> <p>MCO: Create a class topic list</p> <p>MCO: Create a piece of writing focusing on one topic. Teachers will co-construct a topic list with the students.</p> <p>MCO: Students choose a selected topic of interest, including multicultural topics to research and communicate their finding.</p> <p>Effective Vocabulary: topic / topic list</p> <p>ELLA Model Lesson: Day 6, Handout 9, 10</p> <p>Odyssey: search by skill</p> <p>Literacy Matrix: K-4 Writing #4: Write Aloud: Revising A Rough Draft Grades; K-4 Writing #7 Mini-lesson: Writing A Rough Draft</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other:</p>	W.4.1.2; W.4.1.1; W.4.1.4; IR.12.1.5
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W.1.5.5	Write using pictures, letters and words.	<p>Response journals, story-starters Example: Read Hooray for Diffendoofer Day By: Dr. Suess Give the students a story starter (One day my school became....).</p> <p>MCO: Teachers will co-construct a morning message MCO: Provide time on a daily basis for students to write independently. Utilize writing prompt with real life and cultural connections. Provide a writing center in which students can store their writing materials, can find ideas about which to write. Include multicultural selection in writing center and provide time for students to write independently. MCO: Conduct "making words" lessons to reinforce spelling and word recognition. Use trade books to illustrate language art concepts. MCO: Model for students how to form letters correctly. Provide them with magic slates, student chalk boards, etc for practice.</p> <p>Essential Vocabulary: writing, vocabulary, oral, ELLA Model Lesson: Day 5, Handout 7 &8 Odyssey: Search by skill Literacy Matrix: K-4 Writing #4-Writing Aloud: Revising A Rough Draft; K-4 Writing #7-Mini-Lesson: Writing A Rough Draft Scott Foresman Other:</p>	W.7.1.6; W.4.1.3; W.5.1.3; R.8.1.2
W.1.5.6	Write phonetically spelled words, spelling patterns and frequently-used sight words.	<p>Word-wall words, word families Teacher model and conferencing Point out the beginning and ending of books you have read aloud</p> <p>MCO: Use high frequency words when creating oral language presentations and or written work. Continue adding new words to word wall. Students shall utilize personal dictionaries.</p> <p>Effective Vocabulary: high-frequency words, sight words, word wall</p> <p>ELLA Model Lesson: Day 4, Handout 11, 12, 13 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Discovering Language Arts Reading (30:00); A Good Thing About Spots (Whole word version) (15:08)</p>	W.4.1.10; W.7.1.7

W.1.5.7	Vary sentence beginnings.	<p>MCO: During Read Alouds a variety of text, including multicultural literature, will be utilized to illustrate various sentence beginnings.</p> <p>Essential Vocabulary: sentence, beginning</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts: Parts of Speech (30:00)</p>	W.6.1.2
W.1.5.8	Elaborate to expand an idea by including concrete details.	<p>Use graphic organizers to add details</p> <p>MCO: Students will choose a previous piece of writing, elaborate, expand and digress upon the topic.</p> <p>MCO: Brainstorm elaboration on various topics. Communicate with students the purpose and need for elaboration.</p> <p>MCO: Introduce and use editing charts during assisted writing activities (interactive writing, model writing, and writing aloud.)</p> <p>Effective Vocabulary: describing words, strong action words, elaborate</p> <p>ELLA Model Lesson: Day 6, Handout 4</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.8; W.4.1.13; W.7.1.1
W.1.5.9	Include an introductory sentence and a sense of closure.	<p>Teacher modeling.</p> <p>MCO: Choose a previous piece of writing and create an introductory and closing sentence.</p> <p>Effective Vocabulary: introductory sentence, closing sentence</p> <p>ELLA Model Lesson:</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.9; W.6.1.2

W.1.5.10	Use strategies for applying phonemic awareness and phonics.	<p>ELLA Use strategies, DIBELS and Benchmark Phonics. STRATEGIES: Say the word slowly. Write what you hear first, next, and last. Check the word to make sure it looks right. Benchmark Phonics and DIBELS MCO: Produce and articulate phonemes correctly. Connect phonemes and graphemes using magnetic letters Effective Vocabulary: strategies, onset, rime ELLA Model Lesson: Day 8, Handout 8, 9, 10, 11 Odyssey: Search by skill Literacy Matrix: K-4 Writing #2-Interactive Writing: Composing A Sentence Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01); Phonics in Context: Word Beginnings, Middles and Ends (44:11)</p>	W.4.1.11
W.1.5.11	Reread and revise for meaning based on teacher conferences.	<p>Have students reread sentences that do not make sense. Have students clarify and help them re-write to make sense.</p> <p>MCO: Students will conference with the teacher and a peer to revise the written work.</p> <p>Effective Vocabulary: delete, re-read, revise ELLA Model Lesson: Day 6, Handout 6, 7 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Reading (30:00)</p>	W.4.1.12
W.1.5.12	Incorporate into personal writing literary language and styles heard or read in the classroom.	<p>Teacher-led discussions and modeling with literary styles (voice, word-choice, etc) MCO: Utilize modeled writing, Write aloud, and interactive writing. Essential Vocabulary: narrative elements, predictable language ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.7.1.2

W.1.5.14	Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling with the aid of a checklist.	<p>Teacher conferencing.</p> <p>MCO: Model through morning message. Provide a variety of opportunities to edit their own writing as well as those of their peers.</p> <p>Effective Vocabulary: complete sentence, punctuation marks, period, capitals, edit ELLA Model Lesson: Day 4, Handout 13, 14 Odyssey: Search by skill Literacy Matrix: K-4 Writing #5 Write Aloud: Revising a Rough Draft Grades K-2 Scott Foresman: Arkansas Lesson Planner Other:</p>	W.4.1.14; W.6.1.3
W.1.5.15	Prepare pieces for publications.	<p>Teacher-led directive checklists, dictionaries This was not included on line. Effective Vocabulary: check list, resources, dictionary, word wall, thesaurus, computer ELLA Model Lesson: Day 6, Handout 19 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.4.1.16; W.4.1.17; W.4.1.18; W.4.1.19; W.4.1.20; W.7.1.7
W.1.6.2	Write brief expository descriptions of a real object, person, place or event – using sensory details.	<p>Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.</p> <p>MCO: Read a book with multicultural connections, and have students write their responses in their reading response journals. Have students keep expository response journals or learning logs to write about what they have learned in the different subject areas (Math, science, social studies) or during a theme/unit of study. Provide opportunities for students to write expository text for informational purposes</p> <p>Essential Vocabulary: expository, description ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts: Listening and Speaking (40:57)</p>	W.4.1.5; W.5.1.5

W.1.6.3	Use descriptive words when writing.	<p>Use varied words to describe events, people, and places, such as describing a day as a sunny day or cloudy day.</p> <p>MCO: Choose a previous piece of writing and elaborate and expand on the topic. Effective Vocabulary: describing words, strong action words, elaborate</p> <p>ELLA Model Lesson: Day 6, Handout 4 Odyssey: Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Discovering Language Arts Writing (36:01)</p>	W.4.1.8; W.7.1.3; W.7.1.4 W.7.1.5; W.7.1.6
W.1.6.5	Write thank you notes and invitations.	<p>Write thank-you notes which include personal reasons for your thankfulness and invitations that include who, what, where, when and why.</p> <p>MCO: Create letters, cards, thank you notes, etc for their peers. Include some samples in a writing portfolio.</p> <p>Essential Vocabulary: invitations, thank you notes, personal narratives ELLA Model Lesson: Day 4, Handout 7, 8 Odyssey: Search by skill Literacy Matrix: Scott Foresman; Arkansas Lesson Planner Other:</p>	W.5.1.6
W.1.6.6	Draw pictures and write sentences for a specific purpose.	<p>Reader response, listening center response, journal writing</p> <p>MCO: After listening to several stories by one author, such as Lobel (Frog and Toad, 1979), have students draw scenes from their favorite stories and write reasons why they liked them. Students will participate in small group reading of a story, create a puppet of a character in the story and then use the puppet to role play the story character. Provide opportunities for students to choose the way in which they respond to text.</p> <p>Essential Vocabulary: ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Angus Lost (11:53); Chato's Kitchen (11:29)</p>	W.9.1.14

W.1.6.7	Write class-generated acrostics.	<p>MCO: Share various author writings of couplets and acrostics. Then model couplets and acrostics for students.</p> <p>Essential Vocabulary: couplets, acrostics ELLA Model Lesson Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: Moving the Mail: Postal Employees at Work (16:00)</p>	W.5.1.1; W.5.1.8
W.1.7.1	Use basic sentence structure for simple sentences.	<p>Journal writing, sentence dictation for spelling tests</p> <p>MCO: Conduct mini-lessons on punctuation and capitalization in the context of writing.</p> <p>Essential Vocabulary: sentence, subject, verb, subject-verb agreement ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.1; W.6.1.3
W.1.7.2	Use phonetic strategies to spell unknown words.	<p>Segmentation, analogies to known words (if you can spell back, you can spell sack...)</p> <p>MCO: use overhead and magnetic letters</p> <p>Essential Vocabulary: phonemes, segment, onset, rime ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: K-4 Phonics/Spelling #1-Hearing and Matching Sounds and Letters in Words, K-4 Phonics/Spelling #2-Making New Words by Changing the Beginning Letter; K-4-Spelling #3-Onset and Rime Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.4

W.1.7.3	Spell basic high frequency words correctly.	<p>Add a couple of sight words to each week's spelling list, journal writing and teacher conferencing</p> <p>MCO: Conduct "making words" lessons to reinforce spelling and word recognition in leveled small groups.</p> <p>MCO: Use student's writing, writing samples, (without names) on a transparency to model how to edit own work using editing checklist.</p> <p>Essential Vocabulary: high frequency words ELLA Model Lesson: Day 7, Handout 2; Day 8, Handout 3, 8, 9, 10, 12, 14 Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other: United Streaming: "Discovering Language Arts: Reading" (30:00)</p>	W.4.1.10; W.6.1.5; R.8.1.3
W.1.7.4	Print legibly.	<p>Teacher modeling, journal writing</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: spaces, words, sentences, legibly ELLA Model Lesson: Odyssey: Search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.9; W.6.1.10
W.1.7.5	Capitalize the beginning of a sentence.	<p>Teacher modeling, journal writing and conferring, spelling dictation sentences</p> <p>MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization.</p> <p>Essential Vocabulary: capitalize ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.6

W.1.7.6	Capitalize proper nouns.	<p>Teacher modeling, journal writing MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct capitalization. Essential Vocabulary: proper names, capitalize ELLA Model Lesson: Odyssey: search by skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.7
W.1.7.7	Use periods at the end of a sentence.	<p>Teacher modeling, sentence dictation and writing center MCO: Model using interactive writing (where teacher/students co-construct message) to give meaningful guided practice in correct punctuation. Essential Vocabulary: period, sentence ELLA Model Lesson: Odyssey: Search by Skill Literacy Matrix: Scott Foresman: Arkansas Lesson Planner Other:</p>	W.6.1.8
End of Module 4			

Vocabulary

R.1.1.7	Listen to stories read aloud and use the vocabulary in those stories in oral language.	<p>This precision standard is on the paper copy was not included on the website when we aligned each module.</p> <p>MCO: Highlight differences/likenesses of story language in books.</p> <p>MCO: Encourage discussions about books by modeling appropriate questions and comment for book talks (Reader's Chair). Allow time for students to talk about their favorite books and read aloud parts of stories, poems, and riddles they have enjoyed. After reading a book to the class, have students discuss their favorite part with a partner. Then go home and share it with their parents.</p>
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Writing Process

W.1.5.16	Determine the purpose and audience for a piece of writing.	<p>Publications should include corrections from teacher conferences such as correcting misspelled sight words and other grade level appropriate skills. Things for publication could be writings to be hung in the hall or writings to be put in a class book.</p>
W.1.5.16	Determine the purpose and audience for a piece of writing.	<p>Publications should include corrections from teacher conferences such as correcting misspelled words and other grade level appropriate skills. Things for publication could be writing to be hung in the hall or writing to be put in a class book.</p> <p>MCO: Use illustrations, re-writing or typing and page break etc.</p> <p>MCO: Share writing with others through author's chair, oral presentation, etc.</p> <p>Effective Vocabulary: publish, illustration, routines, feedback</p> <p>ELLA Model Lesson: Day 6, Handout 2, 19; Day 5 Handout 8</p> <p>Odyssey: Search by skill</p> <p>Literacy Matrix:</p> <p>Scott Foresman: Arkansas Lesson Planner</p> <p>Other: United Streaming: A Story, A Story (10:00)</p>