

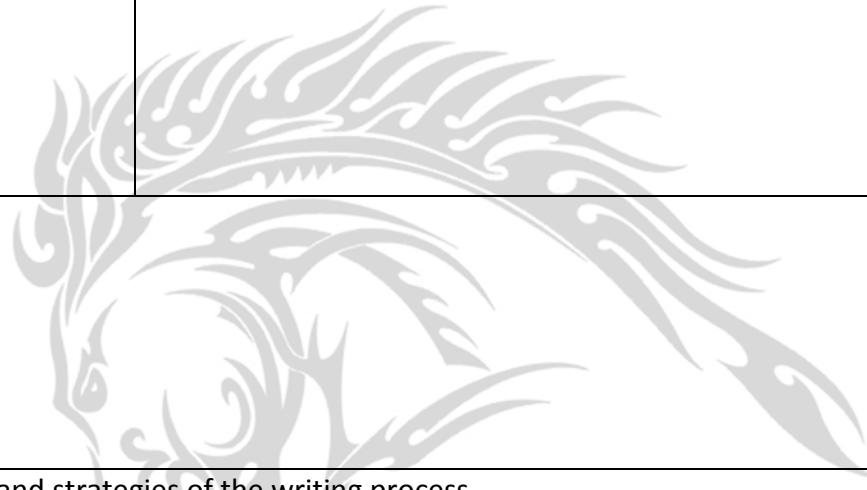
School Division: Lower School Grades 1-2	Title of Course: Language Arts/Reading	Program Syllabus prepared by: Lori Eilers
	Length of Course: 1 year	

Essential Questions: What are the steps in the writing process? How does one communicate effectively through writing? How do we understand what we read? Does this book remind me of something that happened to me, in another book, or in the world?	Activities: Brainstorm words related to a given topic, magnify, and compose a main idea sentence. Write a rough draft using main idea sentence. Respond to a given prompt. Journal writing on given or own choice topic. Handwriting. Students read aloud text and discuss. Class discussions on student selected topic. Teacher read aloud and class connections. Reading A-Z benchmark assessments.
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Standard: 1 Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
1	Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)	Brainstorming words or web.
2	Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous	Rough draft. Draft has corrections.

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	information; incorporates suggestions from peers and teachers; sharpens the focus)	
7	Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature)	Written personal narrative responses in Writing Journal. Written personal narratives read aloud.
Standard: 3 Uses grammatical and mechanical conventions in written compositions		
Benchmark	Description	Evidence of Mastery
1	Uses conventions of print in writing (e.g., forms letters in print, uses upper- and lowercase letters of the alphabet, spaces words and sentences, writes from left-to-right and top-to-bottom, includes margins	Teacher observation. Written work in the D'Nealian Penmanship Practice Book.
2	Uses complete sentences in written compositions	Writing samples. Journal response.
3	Uses nouns in written compositions (e.g., singular, plural, possessive)	Writing samples. Journal response.
4	Uses verbs in written compositions (e.g., verbs for a variety of situations, action words)	Writing samples. Journal response.
7	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled, and consonant blend patterns; uses a dictionary and other resources to spell words)	Writing samples.
8	Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence)	Writing samples.

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9	Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words)	Writing samples.
Standard: 5 Uses the general skills and strategies of the reading process		
Benchmark	Description	Evidence of Mastery
1	Uses mental images based on pictures and print to aid in comprehension of text	Teacher questions. Class discussion.
2	Uses meaning clues (e.g., picture captions, illustrations, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior)	Teacher questions. Class discussion.
3	Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words	Listen to student read unknown or nonsense words. Reading A-Z benchmark assessment.
6	Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words such as said, was, and where)	Teacher questions. Create his own sentence using a given sight word.
7	Uses self-correction strategies (e.g., searches for cues, identifies miscues, rereads, asks for help)	Teacher listens to student read aloud. Reading A-Z benchmark assessment.
Standard: 6 Uses reading skills and strategies to understand and interpret a variety of literary texts		
Benchmark	Description	Evidence of Mastery
1	Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture	Teacher questioning during read aloud.

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	books, predictable books)	
4	Relates stories to personal experiences (e.g., events, characters, conflicts, themes)	Personal narratives and journal response.
Standard: 8 Uses listening and speaking strategies for different purposes		
Benchmark	Description	Evidence of Mastery
1	Makes contributions in class and group discussions (e.g., reports on ideas and personal knowledge about a topic, initiates conversations, connects ideas and experiences with those of others)	Shares information during read aloud. Students show "connections" hand signal.
2	Asks and responds to questions (e.g., about the meaning of a story, about the meaning of words or ideas)	Teacher questions.
3	Follows rules of conversation and group discussion (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)	Teacher observation.
4	Uses different voice level, phrasing, and intonation for different situations (e.g., small group settings, informal discussions, reports to the class)	Teacher observation.
Standard:		
Benchmark	Description	Evidence of Mastery
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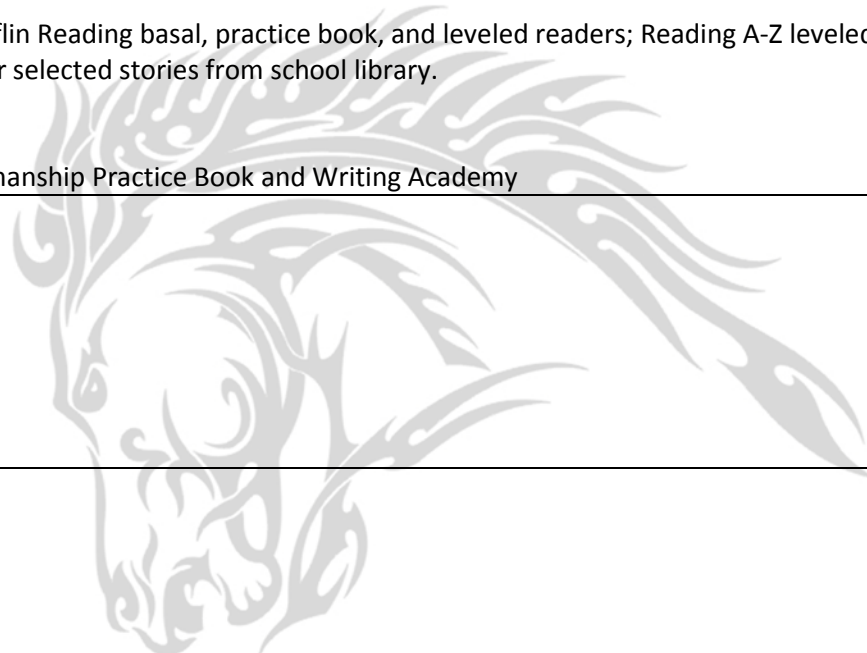
Grading:
 Student Grades will be determined as follows:
 Classwork 25%, Participation 25%, Homework 10%, and Tests 40%

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Resources

Literature Resources: Houghton Mifflin Reading basal, practice book, and leveled readers; Reading A-Z leveled readers, decodable books, and benchmark assessments; and teacher selected stories from school library.

Grammar Resources: D'Nealian Penmanship Practice Book and Writing Academy



Additional Teacher Comments:

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