

## Grade One Reading Literacy/Integrated Language Arts

**National Standard for English/Language Arts: (attached)**

- Standard # 1    • Standard # 2    • Standard # 3    • Standard # 7    • Standard # 12

**New Jersey Core Curriculum Content Standard (NJCCCS):**

(3.1 Reading) All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**Diocesan Standard (Expectation):**

All students will demonstrate proficiency in decoding sounds, letters and words in written English in order to become independent and fluent readers in a variety of literary sources.

**Receptive Process:**

Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

<b>Content Outcome:</b> <i>Begin to develop and to apply decoding strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Make dominoes to match vowel sounds</li> <li>• Draw pictures to match words</li> <li>• Match letter sounds both orally and written</li> </ul>	<ul style="list-style-type: none"> <li>• Find objects to match beginning sounds</li> <li>• Use vowel patterns, word families and repetition to decode words</li> <li>• Solve rebus puzzles</li> <li>• Discuss text illustrations, sequencing, characters and setting</li> </ul>

<b>Content Outcome:</b> <i>Begin to identify and apply vocabulary strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use vocabulary in meaningful sentences</li> <li>• Choose correct words for sentences</li> <li>• Locate vocabulary words in other genres</li> </ul>	<ul style="list-style-type: none"> <li>• Teach sight words with pictures</li> <li>• Use flip books to choose correct word to complete a thought</li> <li>• Develop a relationship between written and spoken words</li> <li>• Play <i>Memory</i> game or vocabulary bingo</li> </ul>
<b>Content Outcome:</b> <i>Begin to develop comprehension strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Draw a picture based on a story</li> <li>• Use cause pictures to match effects</li> <li>• Retell a story in correct sequence and state main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Share in a group picture walk</li> <li>• Discuss making predictions, sequencing, main idea and cause and effect</li> <li>• Make a K-W-L chart</li> <li>• Practice sequencing and draw conclusions</li> </ul>
<b>Content Outcome:</b> <i>Begin to understand literary elements.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Make “feeling sticks” to illustrate character’s feelings</li> <li>• Create a poster</li> <li>• Act out a fantasy situation and a real life situation</li> </ul>	<ul style="list-style-type: none"> <li>• Relate text to self</li> <li>• Model character’s feelings</li> <li>• Introduce real and not real</li> <li>• Identify parts of a book</li> <li>• Recognize beginning, middle and end</li> </ul>

<b>Content Outcome:</b> <i>Begin to understand and to appreciate author's purpose and style.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Act out with puppets according to rubric</li> <li>• Contribute pictures of authors or illustrators to a mini-biography</li> <li>• Explain why the author wrote the story</li> </ul>	<ul style="list-style-type: none"> <li>• Read biographies of authors and illustrators</li> <li>• Identify and utilize parts of a book</li> <li>• Discuss a reason for writing a story</li> </ul>
<b>OVERALL OUTCOMES: Process</b> <i>Experience all steps in the reading process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Read orally using punctuation correctly</li> <li>• Create webs</li> <li>• Participate in shared reading activities</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Discuss the purposes for using punctuation</li> <li>• Discover a purpose for reading a piece of literature</li> <li>• Make predictions and comparisons</li> <li>• Brainstorm reasons to include and to omit ideas in a summary</li> </ul>
<b>OVERALL OUTCOMES: Assessment:</b> <i>Begin to develop and to apply self-monitoring strategies for self-assessment.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Adjust predictions using text and illustrations</li> <li>• Use punctuation to determine meaning</li> <li>• Summarize a piece in sequence</li> <li>• Write or draw about a story relating to text and to self</li> </ul>	<ul style="list-style-type: none"> <li>• Make predictions and ask questions (who, what, where, when, why, how)</li> <li>• Build a group K-W-L chart</li> <li>• Work with partners to follow a simple rubric</li> </ul>

<b>OVERALL OUTCOMES: Affective Development</b> <i>Begin to identify student self-awareness strategies within the reading process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Identify and correct own mistakes</li> <li>• Recognize new skills learned in reading in a different subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Search for clues in text and use prior knowledge</li> <li>• Distinguish similarities and differences in various stories and relate to self</li> <li>• Help students draw conclusions</li> </ul>

<b>OVERALL OUTCOMES: Technology Literacy</b> <i>Begin to utilize technology with reading strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use computers to create original text</li> <li>• Use electronic spell check</li> <li>• Brainstorm and compare software games</li> </ul>	<ul style="list-style-type: none"> <li>• Use CD-ROMs, overhead and computer to instruct</li> <li>• Listen to audio cassettes while reading story</li> <li>• Model ways to use the computer to create original work</li> <li>• Discuss the strengths and weaknesses of electronic spell check</li> </ul>

<b>OVERALL OUTCOMES: Ethnic Diversity</b> <i>Become aware of cultural differences in local community.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Present a play about a different culture</li> <li>• Illustrate a local cultural event</li> <li>• Explain information included in a Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Use material that is diversified</li> <li>• Research ethnic traditions and customs</li> <li>• Create a Venn diagram comparing communities</li> </ul>

## Grade One Writing Literacy/Integrated Language Arts

### National Standard for English/Language Arts: (attached)

- Standard # 5
- Standard # 6
- Standard # 12

### New Jersey Core Curriculum Content Standard (NJCCCS):

(3.2 Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

### Diocesan Standard (Expectation):

All students will demonstrate proficiency in writing across the curriculum in all disciplines, with clarity, organization and structure including the ability to address a wide variety of publics.

### Expressive Language:

Includes pre-writing, drafting, revising, editing (grammar and spelling/vocabulary) publishing (handwriting), defining purpose, organizing ideas, applying skills, oral communication, reflecting and accomplishing goals based on rubrics.

<b>Content Outcome:</b> <i>Prewriting strategies</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Explain a word web</li> <li>• Share a sentence for a specific topic</li> <li>• Participate in a talking journal</li> <li>• Relate ideas based on a rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm sentences that relate to specific topics</li> <li>• Determine the number of sentences for a piece of writing</li> <li>• Emphasize vocabulary</li> <li>• Sequence sentences</li> <li>• Use word webs as writing tools</li> </ul>

<b>Content Outcome:</b> <i>Drafting strategies</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Organize sentences</li> <li>• Draft first ideas</li> <li>• Follow a sentence model</li> </ul>	<ul style="list-style-type: none"> <li>• Use a sentence frame (There was a small _____ who _____.)</li> <li>• Discuss various conclusions to a story</li> <li>• Vary sentence openings</li> <li>• Brainstorm</li> <li>• Present a topic sentence for extension</li> </ul>
<b>Content Outcome:</b> <i>Revision strategies</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Conference with teacher</li> <li>• Use rubric to revise a draft</li> <li>• Share a story conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Read a self- written paragraph to a partner or small group</li> <li>• Apply fundamentals of grammar and punctuation</li> <li>• Share ideas about sentence structure</li> <li>• Tell a story with different conclusions</li> </ul>
<b>Content Outcome:</b> <i>Editing strategies</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Explain the meaning of a peer’s sentence</li> <li>• Edit a written piece</li> </ul>	<ul style="list-style-type: none"> <li>• Read written sentences for clarity</li> <li>• Model simple editing techniques</li> <li>• Include spelling sight words in writing</li> </ul>

<b>Content Outcome:</b> <i>Publishing strategies</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Make a booklet</li> <li>• Draw a picture to go with revised story and display</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a partner’s story and play TAG (tell one thing you like, ask one question, give one suggestion)</li> <li>• Write with complete sentences</li> <li>• Sequence in logical order</li> <li>• Show how to achieve clarity</li> <li>• Plan, revise, rewrite and rethink</li> </ul>
<b>OVERALL OUTCOME:</b> <i>Process Experience all steps in the writing process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Write a story and tell which steps were followed</li> <li>• Explain a favorite part of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Review all the steps in the writing process</li> <li>• Share a favorite part of the writing process</li> <li>• Read written sentences for clarity</li> </ul>
<b>OVERALL OUTCOME:</b> <i>Assess Begin to self-assess a personal piece of writing.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Extend portfolio entries</li> <li>• Share the best part of an original story</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to select a story for a portfolio</li> <li>• Brainstorm story elements</li> </ul>

**OVERALL OUTCOME: Affective Development** *Develop and maintain a positive environment which inspires students to express individuality through writing.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> <li>• Share a story with appropriate expression</li> <li>• Draw a character and tell the story</li> <li>• Present a journal entry aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good verbal expression</li> <li>• Use imagination to invent a character</li> <li>• Introduce journal entries</li> </ul>

**OVERALL OUTCOME: Technology Literacy** *Encourage students to begin to use the writing process on the computer.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> <li>• Extend a story based on a computer game</li> <li>• Share a complete sentence that was typed</li> </ul>	<ul style="list-style-type: none"> <li>• Play story-oriented games</li> <li>• Type sentences on a computer</li> <li>• Explain basic computer editing tools</li> </ul>

**OVERALL OUTCOME: Ethnic Diversity** *Use knowledge of varying cultures as a means to write stories.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none"> <li>• Listen to an ethnic story and share feelings in writing</li> <li>• Use basic foreign phrases from a story</li> <li>• Imagine being in another place or country and draw the scene or write the story</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic foreign phrases</li> <li>• Imagine being in another place or country</li> <li>• Brainstorm words from different languages</li> <li>• Discuss how events evoke feelings</li> <li>• Compare and contrast story settings and characters</li> </ul>



## Grade One Listening Literacy/Integrated Language Arts

**National Standard for English/Language Arts: (attached)**

- Standard # 8
- Standard # 10
- Standard # 11

**New Jersey Core Curriculum Content Standard (NJCCCS):**

(3.4 Listening) All students will listen actively to information from a variety of sources in a variety of situations.

**Diocesan Standard (Expectation):**

All students will demonstrate appropriate listening skills to enhance learning through the receptive process.

**Receptive Process:**

Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

<b>Content Outcome:</b> <i>Set a purpose for listening.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Read a story and share insights based on specific questions</li> <li>• Ask questions reflecting the topic</li> <li>• Design a rubric for a speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Share a personal experience</li> <li>• Use a motivational opening sentence</li> <li>• Give students a signal when listening is imperative</li> <li>• Read a story orally for enjoyment</li> </ul>

<b>Content Outcome:</b> <i>Activate prior knowledge.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Share information about a place visited</li> <li>• Participate in conversation and predict</li> <li>• Present a journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an effective show and tell presentation</li> <li>• Brainstorm ideas about a story or poem</li> <li>• Encourage active participation</li> <li>• Share personal experiences</li> <li>• Observe pictures for explanation</li> <li>• Brainstorm ideas before journal writing</li> </ul>
<b>Content Outcome:</b> <i>Display readiness for listening.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Role play speaker and audience responsibilities</li> <li>• Repeat what has been said in a story or representation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the role of an audience</li> <li>• Set a purpose for listening</li> </ul>
<b>Content Outcome:</b> <i>Receive and attend to the message.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Draw a picture after listening to a story or poem</li> <li>• Follow directions given by a peer</li> <li>• Respond, answer questions and predict outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Give several descriptions for a group picture</li> <li>• Echo a message</li> <li>• Begin a statement or story in a clear and enthusiastic voice</li> <li>• Give only a few directions at one time</li> <li>• Verbalize needs</li> <li>• Focus on the source of the sound</li> <li>• Apply organizational strategies</li> </ul>

<b>Content Outcome:</b> <i>Assign meaning to the message.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Observe questions asked of the speaker</li> <li>• Restate in own words what was heard</li> <li>• Share own experiences</li> <li>• Draw pictures about what was read</li> </ul>	<ul style="list-style-type: none"> <li>• Teach questioning</li> <li>• Explain how to make predictions</li> <li>• Relate to prior knowledge</li> </ul>
<b>Content Outcome:</b> <i>Respond to the message.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Follow <i>how to</i> directions</li> <li>• Repeat directions or draw pictures</li> <li>• Present a good listener award</li> <li>• Answer questions based on story</li> </ul>	<ul style="list-style-type: none"> <li>• Give specific and simple directions</li> <li>• Identify vocabulary for understanding directions</li> </ul>
<b>Content Outcome:</b> <i>Begin to develop comprehension-monitoring strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Write about a character, event or story</li> <li>• Retell a story</li> <li>• Role play a character or story</li> <li>• Identify stories relating to reality and fantasy</li> <li>• Ask questions about a character or story</li> <li>• Write a main idea after listening to the story</li> <li>• Draw a picture of a favorite part</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what distinguishes fantasy from reality</li> <li>• Demonstrate the effectiveness of role playing for understanding</li> <li>• Follow 1,2,3 steps directions</li> <li>• Play <i>Whisper Down the Lane</i></li> </ul>

<b>Content Outcome:</b> <i>Extend the message.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use information from the message and apply to own experiences</li> <li>• Invent a message for a specific job-type figure</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss personal ideas, feelings and experiences</li> <li>• Plan different kinds of messages with implications</li> </ul>
<b>OVERALL OUTCOME: Process</b> <i>Experience all steps in the listening process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use the listening process to discuss a topic with peers</li> <li>• Choose a well-known place or object in school and share directions to reach it</li> </ul>	<ul style="list-style-type: none"> <li>• Set a purpose, brainstorm, listen and predict</li> <li>• Give oral directions and verbally repeat the directives</li> </ul>
<b>OVERALL OUTCOME: Assessment</b> <i>Attempt to develop and apply comprehension-monitoring strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Describe actions of a character</li> <li>• Use illustrations to understand what was read</li> <li>• Write a personal story and share it</li> <li>• Use classroom resources</li> <li>• Complete a project or task successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the use of a K-W-L chart</li> <li>• Identify setting, characters, real, fantasy, sequence and classifying</li> <li>• Give two or three simple directions</li> </ul>

<b>OVERALL OUTCOME: Affective Development</b> <i>Create an environment that encourages, respects and enables the individual to learn and to grow in the listening process appropriate to the needs of the student.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Demonstrate the behavior of a good listener</li> <li>• Discuss a story or poem</li> <li>• Show ability to multi-task</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a quiet atmosphere in the classroom</li> <li>• Do something that makes the students enthusiastic and grabs attention</li> <li>• Have materials visible in an uncluttered space</li> <li>• Give directives</li> <li>• Provide centers with listening opportunities</li> </ul>
<b>OVERALL OUTCOME: Technology Literacy</b> <i>Begin to utilize technology with listening strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Sequence or summarize what was heard using technology</li> <li>• Answer questions using the keyboard or another device</li> </ul>	<ul style="list-style-type: none"> <li>• Provide software that is lively and appealing</li> <li>• Teach the use of technology to communicate information</li> <li>• Listen to a recorded story</li> <li>• Use story games on a computer</li> </ul>
<b>OVERALL OUTCOME: Ethnic Diversity</b> <i>Understand and respect diversity in any community through the listening process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Show ways to respect each other</li> <li>• Demonstrate good manners through a picture, role playing or a game</li> <li>• Make a map of different places where people live</li> <li>• Illustrate different people doing positive actions</li> <li>• Write a letter to someone in a different place</li> <li>• Make a poster about what people eat, wear or do</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a guest speaker</li> <li>• View a video</li> <li>• Use materials which are diversified</li> <li>• Show countries using a map or globe</li> <li>• Teach that every child is a child of God</li> <li>• Read stories about different groups</li> </ul>

## Grade One Speaking Literacy/Integrated Language Arts

### National Standard for English/Language Arts: (attached)

- Standard # 4
- Standard # 11
- Standard # 12

### New Jersey Core Curriculum Content Standard (NJCCCS):

(3.3 Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

### Diocesan Standard (Expectation):

All students will demonstrate effective speaking processes at the appropriate level of development including the ability to address a wide variety of publics.

### Expressive Language:

Includes defining purpose, organizing ideas, applying skills, oral communication, reflecting, and accomplishing goals based on rubrics.

<b>Content Outcome:</b> <i>Observe models of authentic and purposeful oral language.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use a rubric encompassing purposeful language</li> <li>• Present interview results</li> <li>• Share responses to stories</li> </ul>	<ul style="list-style-type: none"> <li>• Model purposeful language</li> <li>• Listen to recorded stories</li> <li>• Interview a parent</li> </ul>

<b>Content Outcome:</b> <i>Identify audience and purpose.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Observe students behaving appropriately as speakers to a specific audience</li> <li>• Choose appropriate voice for activity</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud alone or with others</li> <li>• Role play presenter and audience member</li> <li>• Practice modulating voice based on activity</li> </ul>
<b>Content Outcome:</b> <i>Access and organize information for speaking.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Retell story in correct sequence</li> <li>• Share brief biography</li> <li>• Speak about a specific topic</li> </ul>	<ul style="list-style-type: none"> <li>• Write summary of life to present to class</li> <li>• Respond to literature</li> <li>• Find specific speaking topics</li> </ul>
<b>Content Outcome:</b> <i>Develop effective use of visual display.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use pictures when describing a topic</li> <li>• Use traffic signs to follow classroom procedures</li> <li>• Tell about a map of neighborhood or home</li> <li>• Describe favorite collection</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and color pictures to use in oral presentation</li> <li>• Construct a map of the school and discuss navigating from place to place</li> <li>• Bring in a favorite collection</li> <li>• Teach time constraints and choice of words for explanations</li> </ul>

<b>Content Outcome:</b> <i>Deliver a message effectively.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use checklists to observe confidence, adapting to an audience and improvement over time</li> <li>• Listen to self on tape recorder</li> <li>• Pretend to be a character in a nursery rhyme and retell the rhyme in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Model poise before an audience</li> <li>• Discuss and act out stories</li> <li>• Work with partner to prepare and practice a presentation</li> </ul>
<b>Content Outcome:</b> <i>Apply self-regulating and self-correcting procedures to speaking.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Observe increasing control of grammar, new vocabulary and ability to communicate ideas</li> <li>• Share information correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Tape presentation and review to make corrections</li> <li>• Choose accurate and appropriate information</li> </ul>
<b>Content Outcome:</b> <i>Respond creatively and critically.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Recite a poem confidently with expression</li> <li>• Present poetry in choral form</li> </ul>	<ul style="list-style-type: none"> <li>• Practice choral reading of poems and rhymes</li> <li>• Write or dictate own poetry</li> </ul>



<b>OVERALL OUTCOME: Process</b> <i>Experience all steps in the speaking process.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Use verbal and nonverbal communication effectively in a presentation</li> <li>• State an opinion and support it with events</li> </ul>	<ul style="list-style-type: none"> <li>• Practice presentations with partners</li> <li>• Clarify how to express an opinion</li> </ul>

<b>OVERALL OUTCOME: Assessment</b> <i>Review effectiveness of a speaking opportunity through self-assessment strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Draw and describe a picture</li> <li>• Use a simple rubric to assess recorded voice</li> </ul>	<ul style="list-style-type: none"> <li>• Work with teacher or peer to record a short message</li> <li>• Observe details within a picture and prepare information for speaking</li> </ul>

<b>OVERALL OUTCOME: Affective Development</b> <i>Develop and maintain a positive environment that inspires students to express individuality through speaking.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Participate in cooperative learning activities</li> <li>• Demonstrate awareness of how and when to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Use informal seating arrangements and a friendly environment</li> <li>• Explain the difference between speaking formally and informally</li> </ul>

<b>OVERALL OUTCOME: Technology Literacy</b> <i>Begin to utilize technology with speaking strategies.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Present a simple PowerPoint presentation</li> <li>• Use different voices for different characters in a recording</li> </ul>	<ul style="list-style-type: none"> <li>• Model a PowerPoint presentation</li> <li>• Use a tape recorder</li> </ul>
<b>OVERALL OUTCOME: Ethnic Diversity</b> <i>Use knowledge of varying cultures as a means to tell stories.</i>	
<b>ASSESSMENT STRATEGIES</b>	<b>INSTRUCTIONAL STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Identify similarities and differences in a regional area</li> <li>• Celebrate a holiday, a culture or a folk tale</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss</li> <li>• Use videos to examine regional similarities and differences (speech, customs)</li> <li>• Share folk tales, holidays around the world or family traditions</li> </ul>