

**Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE***

<b>Grade Level: 1st</b>	<b>Curricular Area: Language Arts</b>		
<b>Unit 1: Reading</b>	<b>Unit 2: Writing</b>	<b>Unit 3: Speaking</b>	<b>Unit 4: Listening &amp; Viewing</b>
1A Word Recognition & Word Study 1a Phonemic Awareness 1b Phonics 1c Word Recognition 1d Vocabulary	2A Writing Genre	3A Conventions	4A Conventions
1B Fluency	2B Writing Process	3B Discourse	4B Response
1C Narrative Text	2C Personal Style		
1D Informational Text	2D Grammar & Usage		
1E Comprehension	2E Spelling		
1F Metacognition	2F Handwriting		
1G Critical Standards	2G Writing Attitude		
1H Reading Attitude			



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1A1a: Word Recognition & Word Study/Phonemic Awareness**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.</p>	<p>ELA.1.EE.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</p>	<p>Identify long and short vowel sounds and their letter patterns.</p> <ul style="list-style-type: none"> <li>Go around the classroom and point to a child and say “Jesus loves Amy” (or whatever the child’s name is). The other children are to identify the first or main vowel sound they hear in that person’s name. (Be sure to name every child in your class.) Children will enjoy hearing their names singled out and hearing that Jesus loves them personally, even as they also listen for long and short vowel sounds.</li> </ul> <p>Sing simple hymns and worship songs.</p> <ul style="list-style-type: none"> <li>As a class, invent new words to “piggyback” familiar songs. For example, sing the following words to the melody of “We Are the Church.”</li> </ul> <p style="text-align: center;"><i>I am a light, you are a light, We are all lights for Jesus. We will share the Good News, Everywhere we go, Yes, we are lights for Jesus.</i></p> <p>Recite repetitive chants and rhymes in a group.</p> <ul style="list-style-type: none"> <li>Compose class chants and rhymes that reinforce Bible lesson life applications. (E.g., “Do not fear; Jesus is near.”)</li> </ul>



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		<p>Provide rhyming words for words they hear.</p> <ul style="list-style-type: none"><li>• Have the children develop poems for the season of the year (e.g. Christmas, Lent, or Easter). Brainstorm with children words that rhyme and pertain to the season chosen. Write their ideas on chart paper.</li><li>• Play the “Broken Heart” game. Make hearts and divide each into two parts. Write rhyming words on each portion of a heart. “Have the words relate to something that tells about Jesus our Savior. Give each child one part of a heart. Then have him or her find the person who has the heart part with a rhyming word and put the heart parts together. Ask if together they can say a sentence that uses both words.</li></ul>
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A1a: Word Recognition &amp; Word Study/Phonemic Awareness</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.					
R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.					



**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1A1b: Word Recognition & Word Study/Phonics**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.01.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i>.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.1.EE.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</p>	<p>Use phonics and structural analysis to decode unknown words</p> <ul style="list-style-type: none"> <li>• Play the “Piggle Giggle” game, a rhyming word game. Print word endings such as <i>an, at, ill, op, un</i>, etc. on heavy interfacing fabric and place these on a flannel or felt board. Have children suggest beginning consonants to make new words. Thank God for the fun we can have with words.</li> <li>• Play the “Lighthouse Game.” Provide a felt background on which you place pictures of three lighthouses. Identify one with a short <i>I</i> label, one with a long <i>I</i> label, and one with the <i>IR</i> combination. Make paper boats with fabric backings so they can be attached to the felt background. On the boats print words containing an <i>I</i> sound in them. Children are to read the words on the boats and have them sail to the right lighthouse. After playing the game, say, “lighthouse keeps boats safe from dangerous rocks and in storms. Jesus called Himself “the Light of the World.” From what does Jesus keep us safe?” (From sin, death, the devil)</li> </ul>



		<p>Identify final consonant sounds.</p> <ul style="list-style-type: none"><li>• Make word cards that have the picture of an object that is preceded by an answer blank and followed by an answer blank. Children are to write the first and last letter sound of the word in blanks. (For example, e—picture of an elephant—t.) This combination of letters and pictures will help children relate word sounds and meanings. (Laminate the word cards so children can write answers in crayon and erase them by rubbing with a tissue.) Suggest that children have a partner check on the accuracy of their answers; and suggest that partners say encouraging words like, “good work.” Point out that it is God’s will that we encourage one another (1 Thessalonians 5: 11.)</li></ul> <p>Sing simple hymns and worship songs.</p> <ul style="list-style-type: none"><li>• Print out a key word of a refrain and hold up or point to the word each time it is sung. (For example, hold up the word <i>joy</i> each time it is sung in the song, “I’ve Got the Joy.”) This will help reinforce the connection between print and the meaning of words.</li></ul>
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A1b: Word Recognition &amp; Word Study/ Phonics</b> <b>Teacher Name:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.WS.01.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.					
R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th, ch, sh</i> .					



**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1A1c: Word Recognition & Word Study/Word Recognition**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.01.05 Automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.01.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p> <p>R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letter/sounds (phonics), patterns of language (syntactic), picture clues, (semantic), and applying context clues to select between alternative meanings.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.1.EE.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p>	<p>Use semantic and syntactic clues to decode unknown words.</p> <ul style="list-style-type: none"> <li>As children read, ask them to think about the setting of the story, who the characters are, what is happening, and what the pictures tell us. As they encounter unknown words, have them think which word would make sense in the story. Establish this procedure first with very familiar stories, such as well-known Bible stories (e.g., Noah, Zacchaeus).</li> </ul> <p>Recognize sight words that are important to them.</p> <ul style="list-style-type: none"> <li>Print words that are related to specific Bible stories on word cards that are shaped or illustrated with a related visual from the story. For example, print <i>Noah, ark, animals</i> on rainbow shapes; print <i>Abraham, promise, baby</i> on star shapes; print <i>Jesus, died, cross</i> on cross shapes. Build up a collection of Bible words.</li> </ul> <p>Distinguish and identify individual letters and letter groups in a variety of type and script styles.</p> <ul style="list-style-type: none"> <li>Use decorative script on the bulletin board in your worship center. Refer frequently to these words in your daily worship so that the children can identify the words and can see that though a different type of lettering is used, it still conveys meaning.</li> </ul>



	<p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A1c: Word Recognition &amp; Word Study/Word Recognition</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.WS.01.05 Automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.01.06 Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.					
R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letter/sounds (phonics), patterns of language (syntactic), picture clues, (semantic), and applying context clues to select between alternative meanings.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1A1d: Word Recognition & Word Study/Vocabulary**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.01.08 Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.</p> <p>R.WS.01.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.01.10 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>	<p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	<p>Use meaningful context to predict an unknown word.</p> <p>Categorize words into related groups (e.g., red, green, and white are colors.)</p> <ul style="list-style-type: none"> <li>• At Thanksgiving, children could classify the gifts from God as <i>clothes, shelter, or food</i>.</li> <li>• When studying creation, categorize objects as being God-made or man-made. Then take another look at the man-made list and point out what God-made materials were used by people to make the things they “created.”</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A1d: Word Recognition &amp; Word Study/Vocabulary</b> <b>Teacher Name:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.WS.01.08 Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts					
R.WS.01.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.01.10 In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1B: Fluency**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.FL.01.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p> <p>R.FL.01.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p> <p>R.FL.01.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.</p>	<p>ELA.1.EE.2 Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p>	



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<b>1B: Fluency</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.FL.01.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.					
R.FL.01.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.					
R.FL.01.03 Read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1C: Narrative Text**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p> <p>R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.</p> <p>R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).</p> <p>R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.</p> <p>R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p>	<p>Distinguish between fantasy and reality when listening to stories</p> <ul style="list-style-type: none"> <li>Play a game of “POW.” Display a chart that has pictures of balloons printed with an <i>F</i> for <i>fantasy</i> and an <i>R</i> for <i>reality</i>. Print a number on the back of each balloon. Each child may choose a card with a phrase or sentence, read the card, decide if the card describes a real thing or a fantasy, and choose a corresponding balloon. A correct answer scores the number of points printed on the back of the balloon. Sentences or phrases should include some facts about Jesus and His life to emphasize that the Bible is not just a book of stories – it is reality and truth.</li> </ul> <p>Identify the setting of a story they hear or read.</p> <ul style="list-style-type: none"> <li>Review Bible stories you have studied by telling the children the setting of the story and seeing if they can identify what happened there. For example: a tree beside a road (Zacchaeus); a river (Jesus is baptized); a garden (Gethsemane or Easter). Note: Some stories have similar settings. Accept reasonable answers.</li> </ul>



	<p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts around the world.</p> <p>ELA.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</p>	
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	<p>ELA.5.EE.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p> <p>ELA.5.EE.5 Explain how characters in literature and other texts express attitudes about one another.</p> <p>ELA.6.EE.3 Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.8.EE.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>ELA.8.EE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</p>	
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	<p>ELA.8.EE.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1C: Narrative Text</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.					
R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.					
R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).					
R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.					
R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1D: Informational Text**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.IT.01.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.</p> <p>R.IT.01.02 Discuss informational text patterns including descriptive, sequential, and enumerative.</p> <p>R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.</p> <p>R.IT.01.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p>	



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	<p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p>	
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	<p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p> <p>ELA.12.EE.2 Discuss individual and shared standards used for different purposes.</p> <p>ELA.12.EE.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhythm, rhythm of the language, or repetition.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1D: Informational Text</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.IT.01.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.					
R.IT.01.02 Discuss informational text patterns including descriptive, sequential, and enumerative.					
R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.					
R.IT.01.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1E: Comprehension**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text.</p> <p>R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.</p> <p>R.CM.01.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.1.EE.4 Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.</p> <p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts.</p>	<p>Demonstrate an awareness that reading should make sense by modifying inaccurate predictions about unknown words.</p> <ul style="list-style-type: none"> <li>To review a familiar Bible story, read it from a book but change several key words. Tell the children if they hear something that doesn’t make sense, they should raise their hands, and give the correct word. (E.g., Joshua and the people marched around Jericho. The trumpets sounded, the people shouted, and all the <i>cookies</i> crumbled down.) Emphasize that words need to make sense as you read and also as they read. (As children read aloud, encourage them to skip over an unknown word, read to the end of the sentence, look at the beginning letter of the word, think what the sentence is about, and make a prediction as to what the word is.)</li> </ul>



	<p>Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and crating mental pictures.</p> <p>ELA.3.EE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>ELA.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>ELA.5.EE.5 Explain how characters in literature and other texts express attitudes about one another.</p> <p>ELA.7.EE.1</p>	
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	<p>Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.7.EE.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p> <p>ELA.8.EE.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices,</p>	
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	such as the use of a chronological sequence in the telling of a story.	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1E: Comprehension</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.					
R.CM.01.02 Retell in sequence up to three important ideas and details of familiar simple oral and written text.					
R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.					
R.CM.01.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1F: Metacognition**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.01.01 Self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.</p> <p>R.MT.01.02 Self-monitor comprehension by using strategies including asking questions before, during and after reading and discussing the most important ideas and themes in a text.</p> <p>R.MT.01.03 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.</p> <p>R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.</p>	<p>ELA.1.EE.3 Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.7.EE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.</p> <p>ELA.7.EE.2 Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	



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	<p>ELA.8.EE.2 Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.9.EE.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1F: Metacognition</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.MT.01.01 Self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.					
R.MT.01.02 Self-monitor comprehension by using strategies including asking questions before, during and after reading and discussing the most important ideas and themes in a text.					
R.MT.01.03 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.					
R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1G: Critical Standards**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.01.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.</p>	<p>ELA.2.EE.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.7.EE.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p> <p>ELA.12.EE.2 Discuss individual and shared standards used for different purposes.</p>	



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	ELA.12.EE.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.	
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<b>1G: Critical Standards</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.CS.01.01 Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 1: Reading**

**Outcome 1H: Reading Attitude**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.01.01 Be enthusiastic about reading and learning how to read.</p> <p>R.AT.01.02 Do substantial reading and writing on their own during free time in school and at home.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.7.EE.3 Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning.</p>	<p>Enjoy reading developmentally appropriate books in leisure time.</p> <ul style="list-style-type: none"> <li>• Provide many books of a religious nature in your classroom library. Make these books available to parents, too, so that they become familiar with what is age-appropriate for their children and also so that they are encouraged to read Bible-related books with their children at home.</li> </ul>



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1H: Reading Attitude</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 1 - Reading</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
R.AT.01.01 Be enthusiastic about reading and learning how to read.					
R.AT.01.02 Do substantial reading and writing on their own during free time in school and at home.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2A: Writing Genre**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.</p> <p>W.GN.01.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.</p> <p>W.GN.01.04 Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.</p>	<p>ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.</p> <p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.7.EE.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.</p>	<p>Contribute to and read experience stories composed by a group.</p> <ul style="list-style-type: none"> <li>As a follow-up to a Bible story you study, make a class book on pages that have a shape related to the story. For example, if you study “Jesus Washes the Disciples’ Feet,” make a book on footprint-shaped pages; on the pages write the suggestions the children give about ways they can serve Jesus. If you study “Jesus Stills the Storm,” make a book on boat-shaped pages and write down the children’s ideas of times when Jesus protects us. After you finish using a book in your classroom, share it with a homeless shelter.</li> </ul> <p>Write short stories using traditional spelling along with invented spelling.</p> <ul style="list-style-type: none"> <li>In individual journals, write “What Christmas (or Easter) Means to Me.” (This also provides an opportunity for the teacher to have insight into children’s understanding of the celebration.)</li> </ul>



	<p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.8.EE.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.</p>	<p>Write names, labels for pictures, and stories to illustrate artwork.</p> <ul style="list-style-type: none"> <li>• Use handwriting paper that provides a space for illustrations. Have the children draw a picture of something that makes them afraid, and then copy the Bible verse “In God I trust, I will not be afraid.” (Psalm 56: 4). Compile the pages into a class book.</li> </ul>
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	<p>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p> <p>ELA.11.EE.3 Organize and interpret information to draw conclusions based on the investigation of an issue or problem.</p> <p>ELA.11.EE.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2A: Writing Genre</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.					
W.GN.01.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry.					
W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.					
W.GN.01.04 Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2B: Writing Process**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.</p> <p>W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.</p> <p>W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).</p> <p>W.PR.01.04 Attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.</p>	<p>ELA.2.EE.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>ELA.2.EE.3 Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.</p> <p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p>	



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	<p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.7.EE.4 Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading.</p> <p>ELA.8.EE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</p> <p>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media.</p>	
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	<p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2B: Writing Process</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
W.PR.01.01 With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.					
W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece					
W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).					
W.PR.01.04 Attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2C: Personal Style**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).</p>	<p>ELA.2.EE.2 Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.7 Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.</p> <p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.6.EE.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.</p>	



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	<p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.6.EE.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2C: Personal Style</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2D: Grammar & Usage**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</p>	<p>Use capital letters for the first word in a sentence and for names.</p> <ul style="list-style-type: none"> <li>Have the children dictate their ideas for a prayer or witness statement. Write their ideas on chart paper. As you do so, demonstrate the use of capital letters, explaining why you are using them. On other occasions use this procedure to explain why periods, commas, and question marks are used.</li> </ul> <p>Write simple sentences that begin with a capital letter.</p> <ul style="list-style-type: none"> <li>On a long sheet of paper, have each child write and complete the sentence “Thank You, Lord, for...” Emphasize that each sentence should begin with a capital <i>T</i> and should end with a period. Read your long, completed thank-You prayer as part of your closing worship at the end of the day.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2D: Grammar &amp; Usage</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
W.GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2E: Spelling**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.01.01 In the context of writing, correctly spell frequently encountered one-syllable words from common word families.</p> <p>W.SP.01.02 In the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</p>	<p>Spell with increasing accuracy the words they use when they write.</p> <ul style="list-style-type: none"> <li>• Include a page for Bible words in individual dictionaries or make a classroom dictionary of Bible words the children can spell. Include religious words in spelling lists. Let children choose which Bible-related spelling words they would like to know. Provide opportunities for them to use these words to communicate their faith to others.</li> </ul> <p>Use a picture dictionary to discover meaning and spelling.</p> <ul style="list-style-type: none"> <li>• Play “Before, After, and In-between” to develop alphabetical order awareness. Use words (such as <i>promise, trust, heaven</i>) from Bible stories you are learning. Write the words in a list on the chalkboard. Let the children write what letter in the alphabet comes before and what letter comes after the beginning letter of each word. Develop your own classroom picture dictionary/dictionary of Bible words.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2E: Spelling</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
W.SP.01.01 In the context of writing, correctly spell frequently encountered one-syllable words from common word families.					
W.SP.01.02 In the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2F: Handwriting**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.HW.01.01 Legibly write upper and lower case manuscript letters.</p>	<p>ELA.2.EE.4 Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.</p>	<p>Write legibly in printscript, using appropriate size, slant, shape, and spacing.</p> <ul style="list-style-type: none"> <li>At the beginning of the year ask the children how we know what a word is (e.g., a word has a meaning). Write a sentence on the board such as, “God loves you and me.” Emphasize the concept that a word has a space all around it. An activity to determine if children have this concept is to have them find and cut out four or five words in old magazines. Ask the children to glue their words to a piece of paper and then reprint the words below the magazine cutouts.</li> </ul> <p>Copy written words and simple sentences.</p> <ul style="list-style-type: none"> <li>On the chalkboard, print a Bible verse that the children have learned. Let the children copy those words on colorful paper to take home so that they can share the message with their families.</li> </ul>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2F: Handwriting</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
W.HW.01.01 Legibly write upper and lower case manuscript letters.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 2: Writing**

**Outcome 2G: Writing Attitude**

<b>Grade Level Content Expectations (GLCEs)</b>	<b>Michigan Benchmarks</b>	<b>Teaching the Faith Activities</b>
W.AT.01.01 Be enthusiastic about writing and learning to write.	ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

<b>2G: Writing Attitude</b> Teacher: _____ Grade Level: <b>1</b>	<b>Curricular Area: Language Arts/Unit 2 - Writing</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
W.AT.01.01 Be enthusiastic about writing and learning to write.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 3: Speaking**

**Outcome 3A: Conventions**

<b>Grade Level Content Expectations (GLCEs)</b>	<b>Michigan Benchmarks</b>	<b>Teaching the Faith Activities</b>
<p>S.CN.01.01 Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after; and inflected endings).</p> <p>S.CN.01.02 Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>S.CN.01.03 Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.</p> <p>S.CN.01.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.CN.01.05 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.</p>	<p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p>	<p>Plan and perform a puppet show as a group to dramatize a Bible story.</p> <ul style="list-style-type: none"> <li>• After the planning, preparations, and practices are completed, have your class use puppets to tell a Bible story to “younger children” (in a preschool class).</li> </ul>



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<p>S.CN.01.06 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.</p>	<p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.4.EE.1 Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks.</p> <p>ELA.4.EE.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.</p> <p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>ELA.6.EE.1 Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation.</p> <p>ELA.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p>	
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	<p>ELA.6.EE.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</p> <p>ELA.8.EE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p>	
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	ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>3A: Conventions</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 3 - Speaking</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
S.CN.01.01 Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after; and inflected endings).					
S.CN.01.02 Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.					
S.CN.01.03 Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.					
S.CN.01.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					
S.CN.01.05 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.					
S.CN.01.06 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 3: Speaking**

**Outcome 3B: Discourse**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.01.01 Engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.</p> <p>S.DS.01.02 Tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.</p> <p>S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>S.DS.01.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.</p>	<p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p>	<p>Participate in group discussions.</p> <ul style="list-style-type: none"> <li>• After a common weather problem, discuss God’s care. Guide children to keep on topic, speak in sentences, and speak clearly and loud enough for all to hear.</li> </ul>



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	<p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.4 Become aware of and begin to experiment with different ways to express the same idea.</p> <p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	
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	<p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>ELA.6.EE.4 Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews.</p> <p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas.</p> <p>ELA.8.EE.5 Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) are used to convey meaning.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in text.</p>	
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	<p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.10.EE.2 Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea.</p> <p>ELA.10.EE.3 Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced.</p> <p>ELA.11.EE.4 Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories.</p> <p>ELA.12.EE.1 Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story.</p>	
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	<p>ELA.12.EE.3 Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>3B: Discourse</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 3 - Speaking</b>  <b>School Year:</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>Dates Taught (month/day/initials):</b>				
S.DS.01.01 Engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.					
S.DS.01.02 Tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.					
S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.					
S.DS.01.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.					



**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 4: Listening & Viewing**

**Outcome 4A: Conventions**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.01.01 Understand, restate and follow two-step directions.</p> <p>L.CN.01.02 Ask appropriate questions for clarification and understanding during a presentation or report.</p> <p>L.CN.01.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.</p> <p>L.CN.01.04 Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).</p> <p>L.CN.01.05 Begin to evaluate messages they experience from a variety of media and differentiate between sender; receiver; and message.</p>	<p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver’s response.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p> <p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p>	



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	<p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.4.EE.2 Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.</p> <p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of a communicator.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>4A: Conventions</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 4 – Listening &amp; Viewing</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
L.CN.01.01 Understand, restate and follow two-step directions.					
L.CN.01.02 Ask appropriate questions for clarification and understanding during a presentation or report.					
L.CN.01.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.					
L.CN.01.04 Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).					
L.CN.01.05 Begin to evaluate messages they experience from a variety of media and differentiate between sender; receiver; and message.					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Language Arts Grade 1 – Unit 4: Listening & Viewing**

**Outcome 4B: Response**

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>LRP.01.01 Listen to or view knowledgeably and discuss a variety of genre.</p> <p>LRP.01.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>LRP.01.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>	<p>ELA.1.EE.5 Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p> <p>ELA.2.EE.1 Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.</p> <p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>ELA.3.EE.3 Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing texts in groups and using an author’s/reader’s chair.</p>	<p>Listen to get answers to questions or to clarify thinking.</p> <ul style="list-style-type: none"> <li>• Before telling a Bible story, pose a question to focus listening skills. For example, say, “I want to know, <i>What did Jesus say to Zacchaeus?</i>” Raise your hand when you hear the answer to that question.” When they discover the answer, discuss its significance.</li> </ul>



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	<p>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.</p> <p>ELA.3.EE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>ELA.3.EE.8 Respond to the ideas or feelings generated by texts and listen to the responses of others.</p> <p>ELA.5.EE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.EE.2 Describe and discuss the similarities of plot and character in literature and other texts from around the world.</p> <p>ELA.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</p> <p>ELA.5.EE.4 Recognize the representation of various cultures as well as our common heritage in literature and other texts.</p>	
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	<p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.</p> <p>ELA.8.EE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape.</p> <p>ELA.9.EE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood.</p>	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>4B Response</b> <b>Teacher:</b> _____ <b>Grade Level: 1</b>	<b>Curricular Area: Language Arts/Unit 4 – Listening &amp; Viewing</b>				
<b>Michigan Standards, Benchmarks, or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</b>	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
L.RP.01.01 Listen to or view knowledgeably and discuss a variety of genre.					
L.RP.01.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
L.RP.01.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.					



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