

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: Kindergarten		Curricular Area: Language Arts	
Unit 1: Reading	Unit 2: Writing	Unit 3 Speaking	Unit 4 Listening & Viewing
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 Spelling		
1E Comprehension	2E Handwriting		
1F Metacognition	2F Writing Attitude		
1G Critical Standards			
1H Reading Attitude			



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

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

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.WS.00.01 Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00.02 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>Recite the alphabet</p> <ul style="list-style-type: none"> • Create an alphabet of church helpers. Include Jesus, our best Helper, acolyte, pastor, usher . For hard to think of letters, q—a quilt maker, x-xylophone player, y-yarn maker, z-zookeeper. Ask children to name the letter and the teacher adds the helper. (<i>IF</i>, p. 119) • There are many children’s books about feelings that approach this subject from a Christian perspective, such as <i>The ABC Book of Feelings</i> (CPH). Have several available for parents to borrow. Suggest that they read the books to their children at bedtime and talk about feelings. Encourage parents to follow such a discussion with prayer for God’s help and blessing. (<i>IF</i>, p. 121) <p>Name each letter when they see it</p> <ul style="list-style-type: none"> • Print the words to “I Am a C” (<i>AGPS</i>, #124) on a poster/power point slide. Before singing, ask the children to identify the letters. After talking about the meaning, sing joyfully



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1A1a: Word Recognition & Word Study/Phonemic Awareness Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.00.01 Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.					
R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

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

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R. WS. 00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>R. WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</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 resources.</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>Identify consonant sounds when heard</p> <ul style="list-style-type: none"> • Give all the children a letter card with the same letter on it, e.g. J for Jesus. When reading a Bible story, ask them to be listening for the word Jesus. When they hear it they hold up their card and say the letter. Do with other Bible characters, e.g. Zacchaeus, Peter, John, etc.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1A1b: Word Recognition & Word Study/Phonics Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R. WS. 00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.					
R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

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

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.WS.00.05 Automatically recognize a small number (about 18) of frequently encountered, personally, meaningful words in print.</p> <p>R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words.</p> <p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p> <p>R.WS.00.08 Narrow possibilities in predicting words using initial letter/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).</p> <p>R.WS.00.09 Know the meanings if words encountered frequently in grade-level reading and oral language contexts.</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</p>	<p>Read the names of Jesus, God, classmates & days of the week.</p> <ul style="list-style-type: none"> • Create a BINGO game and place God, Jesus, days of the week and classmates’ names on the Bingo cards. • Have a word wall in the classroom with students names, God, Jesus,, days of the week and other words (such as colors and high frequency words). • Our names are important to us now and for a lifetime. Have parents provide information as to the selection of their child’s name...Share a few names each day. Print each child’s name on a cardboard strip for all to see. Clap the syllables...Include the name Jesus. Sing a piggyback of BINGO. I have a Savior, loves me so and Jesus is His name-o. JESUS. JESUS, JESUS, and Jesus is His name o. (Point out the letters in Jesus while singing.) Another good song is The BIBLE (<i>LOSP</i>, p. 48)



	<p>variety of resources such as prior knowledge, context, other people, dictionaries, pictures and electronic resources.</p> <p>ELA.4.EE.3 Demonstrate awareness of words that have entered the English language from many cultures.</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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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1A1c: Word Recognition & Word Study/Word Recognition Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.00.05 Automatically recognize a small number (about 18) of frequently encountered, personally, meaningful words in print.					
R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words.					
R.WS.00.07 Follow familiar written text while pointing to matching words.					
R.WS.00.08 Narrow possibilities in predicting words using initial letter/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).					
R.WS.00.09 Know the meanings if words encountered frequently in grade-level reading and oral language contexts.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

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

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.</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.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.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.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 resources.</p>	<p>Identify simple signs.</p> <ul style="list-style-type: none"> • Make word labels of Jesus, Bible, Cross, names of classmates and place these in the worship area of the classroom. Include time during worship for the children to make label with correct picture, item or person. • Place a banner that says “Thank You, God for Buildings” above the library table. Set out books picturing different buildings and how they are constructed. Include realistic books and also some that are just for fun such as <i>Mike Mulligan and His Steam Shove</i> by Virginia Lee Burton (Houghton Mifflin Co.). (<i>IF</i>, p. 116) • Walk around the school building. Look for safety and protective items (e.g. exit signs, fire alarm boxes, fire extinguishers, locks on doors, handicapped access items). Thank God for people and things who help to keep us safe. (<i>IF</i>, p. 116)



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	<p>ELA.3.EE.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and audience. Examples include word selection, sentence length, and use of illustrations.</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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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1A1d: Word Recognition & Word Study/Vocabulary Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.00.10 In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1B: Fluency

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation and demonstrating understanding of concepts of print.</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.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.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>Page through books from front to back.</p> <ul style="list-style-type: none"> • Model and call attention to the fact books are read from front to back. After reading books during worship and/or Jesus' time, place them in the reading area. Include several dolls and encourage the children to read their favorite Jesus' books to the dolls. Monitor children to assure front to back and remind as necessary. • Show children how to handle a book—with love and respect. Books have hardback and “soft back” covers (display several of each). Demonstrate how a new book should be opened so as to no “break” the back. Stress that books should also have a special storage space. Comment that books are just one of the many blessings God has given to us. We show our appreciation of God’s good gifts by taking care of them. (<i>IF</i>, p. 115) <p>Read experience charts orally from left to right.</p> <ul style="list-style-type: none"> • Ask the pastor(s) for a list of hymn selections that will be used for Advent/Christmas celebrations so that the children can be taught at least portions of the hymns. Print the refrain or repetitive parts on poster or chart paper. Refer to them



		often and as you sing, recite them with the children, move hand underneath the lines from left to write. (adapted <i>IF</i> , p. 109)
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1B: Fluency Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.FL.00.01 Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation and demonstrating understanding of concepts of print.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1C: Narrative Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.NT.00.01 Become familiar with classic, multicultural and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p>	<p>ELA.1.EE.1 Use reading for multiple purposes; such as enjoyment, gathering information, and learning new procedures.</p>	<p>Distinguish likenesses and differences</p> <ul style="list-style-type: none"> Use name strips and include faith words, e.g. Jesus, God, Bible. Invite children to compare their names with faith words. Do they begin differently or the same? Are they the same length, shorter, longer?
<p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry and songs.</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>Identify part-whole relationships</p> <ul style="list-style-type: none"> Use Bible verses to teach part/whole relationships. “Listen carefully. I’m going to say part of a Bible verse. I want you to finish it and we’ll say the whole thing together.” Bible verses you might use: “Give thanks to the Lord, for He is good.” (Psalm 136:1); God loved us and sent His Son. (1 John 4:10); “Love one another as I have loved you” (John 13:34).
<p>R.NT.00.03 Discuss setting, characters, and events in narrative text.</p>	<p>ELA.1.EE.5 Respond to ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</p>	<p>Choose among stories or poems.</p>
<p>R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.</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>	<ul style="list-style-type: none"> Present Bible stories in a variety of ways, e.g. read a story from an age appropriate Bible story book, use a rhyming action poem (<i>Fingers Tell the Story</i>, Concordia Publishing House). When presenting the
<p>R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</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.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and 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.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> <p>ELA.5.EE.5 Explain how characters in literature and other texts express attitudes about one another.</p> <p>ELA.6.EE.1</p>	<p>story, identify which you are using. When reviewing the stories, encourage the children to identify the type of literature.</p>
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	<p>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> <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.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.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.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</p>	
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	<p>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.3 Explore how the characteristics of various informational genre (e.g. show-and-tell, trade books, text books, 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.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, diction, color and shape.</p> <p>ELA.8.EE.5 Explore how the characteristics of various oral, visual and written text (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.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in the text.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature</p>	
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	<p>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.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 chronological sequence in the telling of a story.</p> <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*

Unit: 1C: Narrative Text Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.NT.00.01 Become familiar with classic, multicultural and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.					
R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry and songs.					
R.NT.00.03 Discuss setting, characters, and events in narrative text.					
R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.					
R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1D: Informational Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.</p> <p>R.IT.00.03 Explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p> <p>R.IT.00.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</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>ELA1.EE.5 Respond to ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</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.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include 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>Suggest pictures or story titles</p> <ul style="list-style-type: none"> • Have each child make a rainy day book on pages shaped like raindrops. Children may illustrate pages to show what they wear when it rains and what they like to do on a rainy day. Challenge the students to dictate captions for their pictures and come up with unique names for their books. (adapted IF, p. 141)



	<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.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 resources.</p> <p>ELA.3.EE.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and 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 spoken, written, and visual communication contexts, such as the home,</p>	
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	<p>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 language 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, causal 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> <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.5.EE.5 Explain how characters in literature and other texts express attitudes about one another.</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> <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.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.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</p>	
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	<p>constructing and conveying meaning.</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.3 Explore how the characteristics of various informational genre (e.g. show-and-tell, trade books, text books, 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.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, diction, color and shape.</p> <p>ELA.8.EE.5 Explore how the characteristics of various oral, visual and written text (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.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in the 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 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>ELA.11.EE.2 Identify and use resources that are most appropriate and readily available for a 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</p>	
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	<p>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 and 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 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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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1D: Informational Text Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.					
R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.					
R.IT.00.03 Explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.					
R.IT.00.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1E: Comprehension

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.CM.00.01 Begin to 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.00.02 Retell up to three events from familiar text using their own words or phrasing.</p> <p>R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.</p> <p>R.CM.00.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</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.5 Respond to ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.</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.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</p>	<p>Sequence story pictures</p> <ul style="list-style-type: none"> Color , cut apart and laminate sequence pictures of a Bible story from a Voyages Preschool A or B Teacher’s Guide. Ask children to put them in the correct order and retell the story. <p>Complete an unfinished story</p> <ul style="list-style-type: none"> After telling a Bible story, provide an opportunity for the children to share life application scenarios. Jesus helped His friends when they were scared in the storm. One time I got scared because.... Encourage the children to remember Jesus promised to be with them (Matt. 28:10) or sing “Jesus said, ‘I’m with you.” (LOSP, p. 32)



	<p>electronic resources.</p> <p>ELA.3.EE.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and 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.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</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> <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>	
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	<p>ELA.8.EE.3 Explore how the characteristics of various informational genre (e.g. show-and-tell, trade books, text books, 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 text (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.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in the text.</p> <p>ELA.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</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</p>	
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	include skits, plays, songs, and personal and creative stories.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1E: Comprehension Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.CM.00.01 Begin to 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.00.02 Retell up to three events from familiar text using their own words or phrasing.					
R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.					
R.CM.00.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1F: Metacognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.MT.00.01 Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.</p> <p>R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g., first, second, and third person) and sorting and ordering information.</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.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and 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.5.EE.3 Describe how characters in literature and other texts can represent members of several different communities.</p>	<p>Sequence story pictures</p> <ul style="list-style-type: none"> • After Christmas, list the various Christmas stories. Give children a 12 x 18 piece of paper. Direct them to fold twice to make four areas. Ask children to pick one of the stories. Assist as they think of four events that happened in the story and draw a picture of each on one of the four sections. Color, laminate and cut apart and use as a table top activity on sequencing. <p>Choose among stories or poems</p> <ul style="list-style-type: none"> • Make a chart containing two lists: stories and poems. During Lent print down the names of books and poems read. From time to time, plan a time for children to pick favorites. Alternate picking a story or a poem.



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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.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> <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.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.2 Explore how the characteristics of various narrative</p>	
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	<p>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.3 Explore how the characteristics of various informational genre (e.g. show-and-tell, trade books, text books, and dictionaries) and elements of expository text structure (e.g. organizational patterns, major ideas, and details) can be used to convey ideas. conflict, diction, color and shape.</p> <p>ELA.8.EE.5 Explore how the characteristics of various oral, visual and written text (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.2 Identify and categorize key ideas, concepts, and perspectives found in texts.</p> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in the text.</p> <p>ELA.10.EE.1</p>	
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	<p>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>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1F: Metacognition Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.MT.00.01 Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.					
R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author’s perspective (e.g., first, second, and third person) and sorting and ordering information.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1G: Critical Standards

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision.</p>	<p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, causal conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.</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 chronological sequence in the telling of a story.</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 rhyme, rhythm of the language, or repetition.</p> <p>ELA.12.EE.4 Create a collection of personal work selected according to both individual and shared criteria,</p>	



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	reflecting on the merit of each selection. ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of the communicator.	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1G: Critical Standards Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 1H: Reading Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>R.AT.00.01 Become enthusiastic about reading and learning how to read.</p> <p>R.AT.00.02 Choose books, book activities, word play, 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.5.EE.1 Select, read, and listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</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.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>	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 1H: Reading Attitude Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 1 Reading</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.AT.00.01 Become enthusiastic about reading and learning how to read.					
R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2A: Writing Genre

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>W.GN.00.01 Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</p> <p>W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.</p> <p>W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.</p>	<p>ELA.1.EE.5 Respond to 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.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.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include 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</p>	



	<p>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.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 spoken, written, and visual communication contexts, such as the home, playground, classroom and storybooks.</p> <p>ELA.4.EE.3 Demonstrate awareness of words that have entered the English language from many cultures.</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, causal conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.</p> <p>ELA.8.EE.1 Identify and use mechanics that enhance and clarify</p>	
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	<p>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.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</p> <p>ELA.12.EE.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2A: Writing Genre Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.GN.00.01 Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.					
W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.					
W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.					
W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2B: Writing Process

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.</p> <p>W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational or informational or writing.</p> <p>W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.</p> <p>W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.</p>	<p>ELA.1.EE.5 Respond to 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.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.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include 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</p>	<p>Copy written words & simple sentences.</p> <ul style="list-style-type: none"> Encourage students to memorize a special verse, e.g. “Give thanks to the Lord for He is good.” Psalm 136:1. Ask the children to print the verse on lined paper. Then cut it out and paste it to the top of a 12 x 18 piece of paper. Add cut-out pictures of food. Laminate and use as placemats for snack time.



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	<p>author's/reader's chair.</p> <p>ELA.4.EE.1 Demonstrate awareness of differences in language patterns used in spoken, written, and visual communication contexts, such as the home, playground, classroom and storybooks.</p> <p>ELA.4.EE.3 Demonstrate awareness of words that have entered the English language from many cultures.</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, causal conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.</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.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>	
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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.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 and creative stories.</p> <p>ELA.12.EE.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2B: Writing Process Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.PR.00.01 With teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.					
W.PR.00.02 Brainstorm to generate and structure ideas for narrative or informational or informational or writing.					
W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.					
W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2C: Personal Style

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).</p>	<p>ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include 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>ELA.4.EE.1 Demonstrate awareness of differences in language patterns used in spoken, written, and visual communication contexts, such as the home, playground, classroom and storybooks.</p> <p>ELA.4.EE.5 Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, causal conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.</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.10.EE.1 Make connections between key ideas in literature and other texts and their own lives.</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 and creative stories.</p> <p>ELA.12.EE.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2C: Personal Style Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2D: Spelling

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.</p> <p>W.SP.00.02 In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).</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.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 convectional spelling, and restating key ideas in oral messages.</p>	



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2D: Spelling Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.					
W.SP.00.02 In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).					



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2E: Handwriting

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>W.HW.00.01 Form upper and lowercase manuscript letters.</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters.</p> <p>W.HW.00.03 Write from left to right and top to bottom.</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>Print their names</p> <ul style="list-style-type: none"> • Invite the children to print their names to finish the sentences Jesus loves _____ . _____ loves Jesus. <p>Print upper and lowercase letters</p> <p>When teaching students to write letters, have students make letters with rice trays, shaving cream, writing the letter in the air, etc. As the children work, reinforce the sounds of the letters incorporating God language, e.g. S like the beginning of Savior. E like the beginning of Easter – the day we remember Jesus came alive, etc.</p>



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2E: Handwriting Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.HW.00.01 Form upper and lowercase manuscript letters.					
W.HW.00.02 Leave space between words and word-like clusters of letters.					
W.HW.00.03 Write from left to right and top to bottom.					



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 2F: Writing Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
W.AT.00.01 Be enthusiastic about writing and learning to write.	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. ELA.12.EE.4 Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.	



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 2F: Writing Attitude Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 2 Writing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.AT.00.01 Be enthusiastic about writing and learning to write.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 3A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.</p> <p>S.CN.00.03 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.00.04 Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.</p>	<p>ELA.1.EE.5 Respond to 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 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 the 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</p>	<p>Use complete sentences</p> <ul style="list-style-type: none"> Model to students when speaking to their classmates use complete sentences. Carry this over to Jesus' time. <p>Identify questions and statements</p> <ul style="list-style-type: none"> Use the words question s and statements when interacting with the children to help them understand the difference,, e.g. I have a question for you, What prayer shall we use before snacks today? When they respond, replay with "That's a good answer or statement. Try a speaking/listening game. Children sit in a circle. One child has a ball and begins the game by saying, "My favorite toy is _____. What is your favorite toy, Jeff? The first child rolls the ball to Jeff, and the game continues in this way until everyone has a turn. End with a prayer. Thank God for all of our favorite toys. (Adapt this game to ask about favorite stories, games, pets, foods, etc.) (IF, p. 136)



	<p>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.7 Recognize creators of texts make choices when constructing text to convey meaning, express feelings, and influence and 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 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 language and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.</p>	<p>Speak clearly</p> <ul style="list-style-type: none"> • Preschoolers are busy learning to verbalize. Take time to listen carefully to them. Encourage them to speak clearly by repeating what they say, specially when they are having trouble making a certain sound. This includes words that are part of our God-language. <p>Ask and answer questions</p> <ul style="list-style-type: none"> • Visit the mayor of your community. Before your visit, help the children learn the mayor’s name and how to pronounce it. Talk about the mayor’s job. Think of questions to ask him. (e.g. What are some important things you do? Who helps you? What do you like best?) At the end of the visit, lead the children in prayer. Ask God to help the mayor as he/she serves. (<i>IF</i>, p. 119) <p>Create a dialog</p> <ul style="list-style-type: none"> • Talk about problems and feelings within families and how to cope. Assure the children that God loves and forgives members of our families and wants us to follow His example and be forgiving, too. (<i>IF</i>, p. 119) <p>Create and tell stories</p> <ul style="list-style-type: none"> • Invite children to “fill in the blanks” in a Bible story, e.g. After Noah finished the ark, it was time for the animals to go
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	<p>ELA.4.EE.3 Demonstrate awareness of words that have entered the English language from many cultures.</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, causal 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> <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.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</p>	<p>inside. Noah said,....</p> <p>Retell simple stories</p> <ul style="list-style-type: none"> • Invite children to share their favorite stories. Include favorite Bible stories.
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	responding orally, artistically, or in writing about an issue they have studied and/ or experienced.	
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Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 3A: Conventions Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 3 Speaking</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.					
S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.					
S.CN.00.03 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.00.04 Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 3B: Discourse

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.</p> <p>S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.</p>	<p>ELA.1.EE.5 Respond to 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 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 the 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</p>	<p>Communicate nonverbally</p> <ul style="list-style-type: none"> Play Bible Story Charade. For a circle time activity have several Bible story pictures available. One at a time let each child choose one and then take a pose of one of the people in the picture. Show the children three pictures and let them choose the one "it" is pretending to be. Do three or four each day so the activity doesn't become too tedious for the children. <p>Recite their full name, address, telephone number.</p> <ul style="list-style-type: none"> Frame learning and reciting these important things within a faith context. Who are the Christians in our class? Kids can respond with a chant or singing to the tune of "Twinkle, Twinkle, Little Star." Mrs. Williams is my name. Mrs. Williams is my name. Mrs. Williams is my name. I'm a child of God. Addresses can also be sung /chanted to the same tune: Couch within thanking God for the homes He gives us. Where is your home? Telephone numbers work with the tune, too. Teach within a prayer setting. We need phone numbers to call one another;



	<p>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.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 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 language 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.3 Demonstrate awareness of words that have entered the English language from many cultures.</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, causal conversations, writing workshops, science lessons, playground games, thank you letters, and daily conversations.</p>	<p>but not our God. All we need to do, is fold our hands and talk to Him. He promises to hear and answer.</p> <ul style="list-style-type: none"> Learn to use the telephone for police and fire emergencies. Each child needs to know his own address and telephone number. Have each child practice his/her home phone number by singing it over and over again to the melody “Twinkle, Twinkle, Little Star.” Ask, Why do we need to know this information? When may we need to use this information? Thank God for minds that remember. <p>Complete an unfinished story</p> <ul style="list-style-type: none"> Tell a story about a seed planted in the ground. Once upon a time I planted a seed in the ground. Encourage the children to finish it. When finished, talk about why God planned for plants to have seeds. (<i>IF</i>, p. 135) <p>Describe favorite characters.</p> <ul style="list-style-type: none"> Invite the children to list the characters in the Christmas story, e.g. angel, Mary, Joseph, innkeeper, angels, shepherds, etc. Ask the children to pick their favorite character, draw a picture, and then share the picture with the class, using descriptive words.
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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.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.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> <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.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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	<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 they have studied and/ or experienced.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 3B: Discourse Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 3 Speaking</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.					
S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.					
S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.					
S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.					



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 4A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>L.CN.00.01 Understand and follow one- and two-step directions.</p> <p>L.CN.00.02 Ask appropriate questions during a presentation or report.</p> <p>L.CN.00.03 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 each other, interact, and respond appropriately.</p> <p>L.CN.00.04 Begin to evaluate messages they experience, learning to differentiate between sender and receiver.</p>	<p>ELA.3.EE.2 Explore the relationships among various components of the communication process such as the 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.6.EE.2 Experiment with the various voices they use when they speak and write for different purposes and audiences.</p> <p>ELA.8.EE.4 Identify and use aspects of the craft of the speaker,</p>	<p>Identify consonant sounds when heard</p> <ul style="list-style-type: none"> • Have the children make a list of means of transportation (e.g. truck, car, train, boat, airplane, spaceship...). Make a class or individual picture dictionaries. The children may put one word on a page (invite children to make the sound of this letter) and illustrate the word. Conclude the books with a thank You to God for blessing us with so many ways of travel. (<i>IF</i>, p. 131) • Prepare a number of hearts on heavy paper. Cut the hearts in half. On one half put a letter and on the other half a picture that begins with the letter. Ask children to name the letter and the sound it makes when matching halves. Include Christian themes such as a cross, Bible, praying hands, picture of Jesus, etc. (adapted <i>IF</i>, p. 140) <p>Listen to stories and poems</p> <ul style="list-style-type: none"> • Read or recite the poem “The House That Jack Built.” Listen for rhyming words. Talk about what happened first, second, etc. Talk with the children about where they live. Thank God for their homes. Use a toy house to distinguish front, back, side, above, below, near and far. (<i>IF</i>, p. 116)



	<p>writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, 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> <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 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>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 chronological sequence in the telling of a story.</p> <p>ELA.12.EE.2 Discuss individual and shared standards used for different purposes.</p> <p>ELA.12.EE.3</p>	<p>Follow two and three step directions</p> <ul style="list-style-type: none"> • Have children make crowns of love to wear on Valentine’s Day. Cut poster paper strips on which you have printed the words “John 13:34—Love one another...as I have loved you.” Provide heart-shaped stickers the children can use to decorate their crowns. Staple or tape each crown to fit a child’s head. (<i>IF</i>, p. 14)
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	<p>Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.</p> <p>ELA.12.EE.5 Recognize that the style and substance of a message reflect the values of the communicator.</p>	
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Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 4A: Conventions Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 4 Listening & Viewing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
L.CN.00.01 Understand and follow one- and two-step directions.					
L.CN.00.02 Ask appropriate questions during a presentation or report.					
L.CN.00.03 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 each other, interact, and respond appropriately.					
L.CN.00.04 Begin to evaluate messages they experience, learning to differentiate between sender and receiver.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts

Outcome: 4B: Response

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith (I.F.)
<p>L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genre.</p> <p>L.RP.00.02 Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.</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.5 Respond to 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 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>ELA.3.EE.4 Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples</p>	<p>Discriminate among common speech sounds</p> <ul style="list-style-type: none"> Sing the “Hokey Pokey” with the children. They must listen and echo your words and actions. Call attention to common speech sounds, e.g. rhyming, beginning sounds, etc. Comment, God gave us ears to listen and learn. (<i>IF</i>, p. 131) Recite the alphabet <p>Recognize rhyming words</p> <ul style="list-style-type: none"> Ask parent or grandparent volunteers to sew “Jingle Bell Mittens” using felt fabric in Christmas colors. Have them sew or hot glue small jingle bells to each thumb and fingertip. Ask the children to listen for rhyming words and shake mittens when they hear the rhyme. (<i>IF</i>, p. 109) e.g. Bells are gaily ringing On this Christmas morn Children’s voices singing (shake) Jesus Christ is born (shake) (<i>Little Children Sing to God</i>, p. 65) <p>Listen to stories and poems</p> <ul style="list-style-type: none"> After hearing Bible stories, have students share how they feel, what they learned, anything they noticed that is unique about



	<p>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.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</p>	<p>the story, etc.</p> <p>Roleplay</p> <ul style="list-style-type: none"> Ask the children to think of ways you can tell something (communicate) without speaking or writing words (e.g. pantomime, painting, sculpture, music, roleplay). Pantomime/roleplay is a fun way to communicate. Give two children a secret message (“Jesus loves you.” “You are my friend.” “I can jump rope.”) Let them use quiet actions to demonstrate their message. The class may try to guess. Try one pantomime scene each day until everyone has had a turn. (<i>IF</i>, p. 130)
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	<p>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> <p>ELA.9.EE.3 Draw conclusions based on their understanding of differing views presented in the text.</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>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit: 4B: Response Teacher: _____ Grade Level: <i>Kindergarten</i>	Curricular Area: <i>Language Arts/ Unit 4 Listening & Viewing</i> School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genre.					
L.RP.00.02 Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.					

