

2008-2009
Fayette County Kindergarten – 5th
Language Arts Curriculum Map

	Concepts of Print ELAKR1 Phonological Awareness ELAKR2 Phonics ELAKR3 Fluency ELAKR4	Vocabulary ELAKR5 Comprehension ELAKR6	Writing ELAKW1	Listening, Speaking, and Viewing ELAKLSV1
K 1st Nine- Weeks	<p><u>Concepts of Print:</u> Purposes of print (ELAKR1a) Print represents spoken language (ELAKR1b) Tracking (ELAKR1c)</p> <p><u>Phonics:</u> Awareness of relationship between print and spoken sounds (ELAKR3a) Alphabet (ELAKR3b) Matches sounds to letters (ELAKR3c) Applies phonics skills in reading/writing (ELAKR3e)</p>	<p><u>Vocabulary:</u> New words from texts (ELAKR5a)</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELAKR6a) Inference: Drawing conclusions (ELAKR6) Inference: Making predictions (ELAKR6b) Sequencing (ELAKR6) Compare/Contrast (ELAKR6) Makes connections (ELAKR6g)</p>	<p>Describes an experience (ELAKW1a) Creates meaning (ELAKW1b) Prints alphabet, names, words (ELAKW1c) Uses left-to-right pattern in writing (ELAKW1d)</p>	<p>Listens and speaks appropriately (ELAKLSV1a) Follows two-part oral directions (ELAKLSV1b) Increases vocabulary to reflect a growing range of interests and knowledge (ELAKLSV1f)</p>
K 2nd Nine- Weeks	<p><u>Concepts of Print:</u> Tracking (ELAKR1c) Letters, words, sentences (ELAKR1d) Words make sentences (ELAKR1e)</p> <p><u>Phonological Awareness:</u> Rhyming words (ELAKR2a) Component sounds (ELAKR2b) Blends and segments syllables (ELAKR2c) Segments phonemes (ELAKR2d) Blends phonemes (ELAKR2e)</p> <p><u>Phonics:</u> Awareness of relationship between print and spoken sounds (ELAKR3a) Alphabet (ELAKR3b) Matches sounds to letters (ELAKR3c) Blends sounds (ELAKR3d) Applies phonics skills in reading/writing (ELAKR3e)</p>	<p><u>Vocabulary:</u> New words from texts (ELAKR5a)</p> <p><u>Comprehension:</u> Main Idea/Details (ELAKR6) Wide reading/self-selected reading (ELAKR6a) Inference: Drawing conclusions (ELAKR6) Inference: Making predictions (ELAKR6b) Sequencing (ELAKR6) Compare/Contrast (ELAKR6) Makes connections (ELAKR6g) Cause and Effect (ELAKR6) Self-monitors (ELAKR6)</p>	<p>Describes an experience (ELAKW1a) Creates meaning (ELAKW1b) Prints alphabet, names, words (ELAKW1c) Uses left-to-right pattern in writing (ELAKW1d)</p>	<p>Repeats auditory sequences (ELAKLSV1c) Recites poems, rhymes, songs and stories (ELAKLSV1d) Increases vocabulary to reflect a growing range of interests and knowledge (ELAKLSV1f)</p>

<p>K 3rd Nine- Weeks</p>	<p><u>Concepts of Print:</u> Words make sentences (ELAKR1e) Punctuation and capitalization (ELAKR1f)</p> <p><u>Phonological Awareness:</u> Rhyming words (ELAKR2a) Component sounds (ELAKR2b) Blends and segments syllables (ELAKR2c) Segments phonemes (ELAKR2d) Blends phonemes (ELAKR2e)</p> <p><u>Phonics:</u> Awareness of relationship between print and spoken sounds (ELAKR3a) Alphabet (ELAKR3b) Matches sounds to letters (ELAKR3c) Blends sounds (ELAKR3d) Applies phonics skills in reading/writing (ELAKR3e)</p> <p><u>Fluency:</u> Rate of 30 words per minute (ELAKR4a) Expression (ELAKR4b)</p>	<p><u>Vocabulary:</u> New words from texts (ELAKR5a) Multiple-meaning words (ELAKR5b)</p> <p><u>Comprehension:</u> Main Idea/Details (ELAKR6) Wide reading/self-selected reading (ELAKR6a) Inference: Drawing conclusions (ELAKR6) Inference: Making predictions (ELA1K6b) Narrative Elements (ELAKR6c) Questions/Clarifies (ELAKR6c) Fact vs. Fiction (ELAKR6d) Fact/Opinion/Reasoned Judgment (ELAKR6d) Summarizing/Retelling/Paraphrasing (ELAKR6e, h) Author's Purpose/Point of View (ELAKR6) Sequencing (ELAKR6) Compare/Contrast (ELAKR6) Makes connections (ELAKR6g)</p>	<p>Introduction to Writer's Workshop</p> <p>Ideas: Model selecting a topic</p> <p>Organization: Models writing with a beginning, middle, and end</p> <p>Style: Models writing using interesting language</p> <p>Conventions: Begins to use capitalization and punctuation (ELAKW1e)</p>	<p>Communicates effectively (ELAKLSV1g) Uses complete sentences when speaking (ELAKLSV1h) Increases vocabulary to reflect a growing range of interests and knowledge (ELAKLSV1f)</p>
<p>K 4th Nine- Weeks</p>	<p><u>Concepts of Print:</u> Punctuation and capitalization (ELAKR1f)</p> <p><u>Phonological Awareness:</u> Segments phonemes (ELAKR2d) Blends phonemes (ELAKR2e)</p> <p><u>Phonics:</u> Alphabet (ELAKR3b) Matches sounds to letters (ELAKR3c) Blends sounds (ELAKR3d) Applies phonics skills in reading/writing (ELAKR3e)</p> <p><u>Fluency:</u> Rate of 30 words per minute (ELAKR4a) Expression (ELAKR4b) Spring Administration of DRA (EIP students in grades 1-5; <u>All</u> K students)</p>	<p><u>Vocabulary:</u> New words from texts (ELAKR5a) Multiple-meaning words (ELAKR5b) Accelerate 1st Grade GPS</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELAKR6a) Inference: Drawing conclusions (ELAKR6) Inference: Making predictions (ELA1K6b) Narrative Elements (ELAKR6c) Sequencing (ELAKR6) Compare/Contrast (ELAKR6) Fact vs. Fiction (ELAKR6d) Fact/Opinion/Reasoned Judgment (ELAKR6d) Summarizing/Retelling/Paraphrasing (ELAKR6e, h) Graphic features (ELAKR6f) Makes connections (ELAKR6g) Combine skills and strategies across texts as student needs dictate Accelerate 1st grade GPS</p>	<p>Ideas: Model selecting a topic</p> <p>Organization: Models writing with a beginning, middle, and end</p> <p>Style: Models writing using interesting language</p> <p>Conventions: Begins to use capitalization and punctuation (ELAKW1e)</p>	<p>Descriptive language (ELAKLSV1e) Begins to use subject-verb agreement and tense (ELAKLSV1i) Increases vocabulary to reflect a growing range of interests and knowledge (ELAKLSV1f)</p>

2008-2009
Fayette County Grade 1
Language Arts Curriculum Map

	Concepts of Print ELA1R1 Phonological Awareness ELA1R2 Phonics ELA1R3 Fluency ELA1R4	Vocabulary ELA1R5 Comprehension ELA1R6	Writing ELA1W1	Listening, Speaking, and Viewing ELA1LSV1
1st Grade 1st Nine- Weeks	<p>Fall administration of DRA (All 1-5 grade students)</p> <p><u>Concepts of Print:</u> Awareness of spelling (ELA1R1a) Punctuation and Spelling (ELA1R1c)</p> <p><u>Phonological Awareness:</u> Isolates Sounds (ELA1R2a) Onset and Rime (ELA1R2b) Manipulates target sounds (ELA1R2c) Long and short vowel sounds (ELA1R2d) Blends (ELA1R2e) Segments (ELA1R2f)</p> <p><u>Phonics:</u> Letter sounds (ELA1R3a) Decoding (ELA1R3b) Spelling patterns (ELA1R3g) Applies phonics skills in reading/writing (ELA1R3h)</p> <p><u>Fluency:</u> Decoding (ELA1R4a) High frequency words (ELA1R4b)</p>	<p><u>Vocabulary:</u> New words from texts (ELA1R5a)</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA1R6a) Narrative Elements (ELA1R6l) Main ideas/Details (ELA1R6g) Sequencing (ELA1R6e) Compare/Contrast (ELA1R6l) Makes connections (ELA1R6f) Fact vs. Fiction (ELA1R6e) Graphic features (ELA1R6m)</p>	<p>Introduction to Writers Workshop Ideas: Brainstorm and find a topic Organization: Writes with a beginning, middle, and end Style: Writes with ownership and individuality (tone, voice) Conventions: Addresses sentence formation, usage, and mechanics</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Class Story Unit 3 Nouns and Pronouns Unit 4 Writing a Personal Narrative Unit 6 Writing a Story Unit 8 Writing a Description Unit 9 More Capitalization & Punctuation Unit 10 Writing Instructions</p>	<p>Follows three-part oral directions (ELA1LSV1a) Recalls information presented orally (ELA1LSV1b) Increases vocabulary to reflect a growing range of interests and knowledge (ELA1LSV1d)</p>
1st Grade 2nd Nine- Weeks	<p><u>Concepts of Print:</u> Paragraph (ELA1R1b)</p> <p><u>Phonological Awareness:</u> Isolates Sounds (ELA1R2a) Onset and Rime (ELA1R2b) Manipulates target sounds (ELA1R2c) Long and short vowel sounds (ELA1R2d) Blends (ELA1R2e) Segments (ELA1R2f)</p> <p><u>Phonics:</u> Spelling patterns (ELA1R3g) Applies phonics skills in reading/writing (ELA1R3h) Blends and digraphs (ELA1R3c) Inflectional endings (ELA1R3d) Compounds and contractions (ELA1R3e)</p> <p><u>Fluency:</u> Decoding (ELA1R4a) High frequency words (ELA1R4b) Self-corrects (ELA1R4e)</p>	<p><u>Vocabulary:</u> New words from texts (ELA1R5a) Multiple-meaning words (ELA1R5b) Identifies antonyms/synonyms (ELA1R5c)</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA1R6a) Main ideas/Details (ELA1R6g) Inference: Drawing conclusions Inference: Making predictions (ELA1R6b) Questions/Clarifies (ELA1R6c) Summarizing/Retelling/Paraphrasing (ELA1R6d) Word parts (ELA1R6j) Self-monitors (ELA1R6h) Makes connections (ELA1R6f) Graphic features (ELA1R6m)</p>	<p>Ideas: Narrows the topic Organization: Uses genre specific patterns of organization Style: Engages the reader with interesting language (descriptive adjectives, vivid verbs, precise nouns) Conventions: Addresses sentence formation, usage, and mechanics</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Class Story Unit 3 Nouns and Pronouns Unit 4 Writing a Personal Narrative Unit 6 Writing a Story Unit 8 Writing a Description Unit 9 More Capitalization & Punctuation Unit 10 Writing Instructions</p>	<p>Responds appropriately to orally presented questions (ELA1LSV1c) Increases vocabulary to reflect a growing range of interests and knowledge (ELA1LSV1d)</p>

<p>1st Grade</p> <p>3rd Nine-Weeks</p>	<p>Mid-year administration of DRA (for students who have not reached the 1st grade benchmark)</p> <p><u>Phonological Awareness:</u> Isolates Sounds (ELA1R2a) Onset and Rime (ELA1R2b) Manipulates target sounds (ELA1R2c) Long and short vowel sounds (ELA1R2d) Blends (ELA1R2e) Segments (ELA1R2f)</p> <p><u>Phonics:</u> Blends and digraphs (ELA1R3c) Compounds and contractions (ELA1R3e) Digraphs and <i>r</i>-controlled vowels (ELA1R3f) Applies phonics skills in reading/writing (ELA1R3h)</p> <p><u>Fluency:</u> Expression (ELA1R4c) Rate of 60 words per minute (ELA1R4d) Self-corrects (ELA1R4e)</p>	<p><u>Vocabulary:</u> New words from texts (ELA1R5a) Multiple-meaning words (ELA1R5b) Identifies antonyms/synonyms (ELA1R5c)</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA1R6a) Main ideas/Details (ELA1R6g) Inference: Drawing conclusions Inference: Making predictions (ELA1R6b) Summarizing/Retelling/Paraphrasing (ELA1R6d) Questions/Clarifies (ELA1R6c) Cause and Effect (ELA1R6i) Fact/Opinion/Reasoned Judgment (ELA1R6e) Author's Purpose/Point of View (ELA1R6) Word parts (ELA1R6j) Dictionary/glossary (ELA1R6k) Graphic features (ELA1R6m) Makes connections (ELA1R6f)</p>	<p>Ideas: Adds relevant, exciting details Organization: Utilizes smooth transitions Style: Varies sentence structure and length Conventions: Addresses sentence formation, usage, and mechanics</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Class Story Unit 3 Nouns and Pronouns Unit 4 Writing a Personal Narrative Unit 6 Writing a Story Unit 8 Writing a Description Unit 9 More Capitalization & Punctuation Unit 10 Writing Instructions</p>	<p>Communicates effectively when relating experiences and retelling stories read, heard or viewed (ELA1LSV1e) Increases vocabulary to reflect a growing range of interests and knowledge (ELA1LSV1d)</p>
<p>1st Grade</p> <p>4th Nine-Weeks</p>	<p>Georgia Criterion-Referenced Competency Test Spring administration of DRA (EIP students in grades 1-5; All K students)</p> <p><u>Phonological Awareness:</u> Isolates Sounds (ELA1R2a) Onset and Rime (ELA1R2b) Manipulates target sounds (ELA1R2c) Long and short vowel sounds (ELA1R2d) Blends (ELA1R2e) Segments (ELA1R2f)</p> <p><u>Phonics:</u> Digraphs and <i>r</i>-controlled vowels (ELA1R3f) Applies phonics skills in reading/writing (ELA1R3h)</p> <p><u>Fluency:</u> Expression (ELA1R4c) Rate of 60 words per minute (ELA1R4d) Self-corrects (ELA1R4e)</p>	<p><u>Vocabulary:</u> New words from texts (ELA1R5a) Multiple-meaning words (ELA1R5b) Identifies antonyms/synonyms (ELA1R5c) Accelerate 2nd Grade GPS</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA1R6a) Main ideas/Details (ELA1R6g) Inference: Drawing conclusions Inference: Making predictions (ELA1R6b) Questions/Clarifies (ELA1R6c) Dictionary/glossary (ELA1R6k) Graphic features (ELA1R6m) Makes connections (ELA1R6f) Combine skills and strategies across texts as student needs dictate Accelerate 2nd grade GPS</p>	<p>Ideas: Writes from knowledge and experience Organization: Creates inviting leads and strong conclusions Style: Writes with energy and enthusiasm. Takes risks. Conventions: Addresses sentence formation, usage, and mechanics</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Class Story Unit 3 Nouns and Pronouns Unit 4 Writing a Personal Narrative Unit 6 Writing a Story Unit 8 Writing a Description Unit 9 More Capitalization & Punctuation Unit 10 Writing Instructions</p>	<p>Uses complete sentences when speaking (ELA1LSV1f) Increases vocabulary to reflect a growing range of interests and knowledge (ELA1LSV1d)</p>

Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. Persuasive ____ ____ Narrative ____ ____ Informational ____ ____ Response to Literature ____ ____

2008-2009
Fayette County Grade 2
Language Arts Curriculum Map

	Phonics/Word Identification ELA2R1 Fluency ELA2R2	Vocabulary ELA2R3 Comprehension ELA2R4	Writing ELA2W1	Listening, Speaking, and Viewing ELA2LSV1
2nd Grade 1st Nine- Weeks	Fall Administration of DRA (<u>All</u> 1-5 grade students) Blends, digraphs, and diphthongs (ELA2R1a) Plurals, irregular plurals, and possessives (ELA2R1b) Applies phonics skills in reading/writing (ELA2R1g) Decoding (ELA2R2a) High frequency words (ELA2R2b) Expression (ELA2R2c)	<u>Vocabulary:</u> New words from texts (ELA2R3a) Context clues (ELA2R3d) <u>Comprehension:</u> Wide reading/self-selected reading (ELA2R4a) Narrative Elements (ELA2R4l, ELA2R4m) Main ideas/Details (ELA2R4i) Sequencing Compare/Contrast (ELA2R4l) Makes connections (ELA2R4h)	Introduction to Writers Workshop Ideas: Brainstorm and find a topic Organization: Writes with a beginning, middle, and end Style: Writes with ownership and individuality (tone, voice) Conventions: Addresses sentence formation, usage, and mechanics Legible handwriting (ELA2W1k) Nouns (ELA2W1m) Pronouns (ELA2W1n,o) Sentence Structure (ELA2W1p) Complete sentences with subject-verb agreement (ELA2W1l) <u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Personal Narrative Unit 3 Nouns and Pronouns Unit 4 Writing a Story Unit 6 Writing Instructions Unit 8 Writing a Description Unit 9 Capitalization and Punctuation Unit 10 Writing to Express an Opinion p. 158 Writing a Book Report p. 84 Writing a Friendly Letter p. 226 Writing a Research Report p. 362 Writing to Persuade	Interprets information presented and seeks clarification when needed (ELA2LSV1a) Uses oral language for different purposes: to inform, persuade, or entertain (ELA2LSV1b) Increases vocabulary to reflect a growing range of interests and knowledge (ELA2LSV1e)
2nd Grade 2nd Nine- Weeks	Compounds and contractions (ELA2R1c) R-controlled vowels and silent letters (ELA2R1d) Applies phonics skills in reading/writing (ELA2R1g)	<u>Vocabulary:</u> Multiple-meaning words (ELA2R3b) <u>Comprehension:</u> Wide reading/self-selected reading (ELA2R4a) Inference: Drawing conclusions (ELA2R4d) Inference: Making predictions (ELA2R4b) Graphic Features (ELA2R4g) Cause and Effect (ELA2R4k) Self-monitors (ELA2R4j) Dictionary/glossary (ELA2R4q)	Ideas: Narrows the topic Organization: Uses genre specific patterns of organization Style: Engages the reader with interesting language (descriptive adjectives, vivid verbs, precise nouns) Conventions: Addresses sentence formation, usage, and mechanics Appropriate format for letter writing (ELA2W1e) Use of quotation marks (ELA2W1u) <u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Personal Narrative Unit 3 Nouns and Pronouns Unit 4 Writing a Story Unit 6 Writing Instructions Unit 8 Writing a Description Unit 9 Capitalization and Punctuation Unit 10 Writing to Express an Opinion p. 158 Writing a Book Report p. 84 Writing a Friendly Letter p. 226 Writing a Research Report p. 362 Writing to Persuade	Uses increasingly complex language patterns and sentence structure when communicating (ELA2LSV1c) Increases vocabulary to reflect a growing range of interests and knowledge (ELA2LSV1e)

<p>2nd Grade 3rd Nine- Weeks</p>	<p>Mid-Year Administration of DRA Irregular vowel patterns (ELA2R1e) Multisyllabic words (ELA2R1f) Applies phonics skills in reading/writing (ELA2R1g) Rate of 90 words per minute (ELA2R2d) Self-corrects (ELA2R2e)</p>	<p><u>Vocabulary:</u> Homophones, homographs, antonyms, and synonyms (ELA2R3c)</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA2R4a) Fact/Opinion/Reasoned Judgment (ELA2R4f) Summarizing/Retelling/Paraphrasing (ELA2R4e) Questions/Clarifies (ELA2R4c, ELA2R4n) Author's Purpose/Point of View (ELA2R4o) Word parts (ELA2R4p)</p>	<p>Ideas: Adds relevant, exciting details Organization: Utilizes smooth transitions Style: Varies sentence structure and length Conventions: Addresses sentence formation, usage, and mechanics</p> <p>Research (ELA2W1t)</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Personal Narrative Unit 3 Nouns and Pronouns Unit 4 Writing a Story Unit 6 Writing Instructions Unit 8 Writing a Description Unit 9 Capitalization and Punctuation Unit 10 Writing to Express an Opinion p. 158 Writing a Book Report p. 84 Writing a Friendly Letter p. 226 Writing a Research Report p. 362 Writing to Persuade</p>	<p>Listens to and views a variety of media to acquire information (ELA2LSV1d) Increases vocabulary to reflect a growing range of interests and knowledge (ELA2LSV1e)</p>
<p>2nd Grade 4th Nine- Weeks</p>	<p>Georgia Criterion-Referenced Competency Test Applies phonics skills in reading/writing (ELA2R1g) Spring Administration of DRA (EIP students in grades 1-5; <u>All</u> K students)</p>	<p><u>Vocabulary:</u> Accelerate 3rd Grade GPS</p> <p><u>Comprehension:</u> Wide reading/self-selected reading (ELA2R4a) Combine skills and strategies across texts as student needs dictate Accelerate 3rd grade GPS</p>	<p>Ideas: Writes from knowledge and experience Organization: Creates inviting leads and strong conclusions Style: Writes with energy and enthusiasm. Takes risks. Conventions: Addresses sentence formation, usage, and mechanics</p> <p>Graphic Features (ELA2W1d)</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Writing a Personal Narrative Unit 3 Nouns and Pronouns Unit 4 Writing a Story Unit 6 Writing Instructions Unit 8 Writing a Description Unit 9 Capitalization and Punctuation Unit 10 Writing to Express an Opinion p. 158 Writing a Book Report p. 84 Writing a Friendly Letter p. 226 Writing a Research Report p. 362 Writing to Persuade</p>	<p>Increases vocabulary to reflect a growing range of interests and knowledge (ELA2LSV1e)</p>
<p>Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. Persuasive ____ ____ Narrative ____ ____ Informational ____ ____ Response to Literature ____ ____</p>				

2008-2009
Fayette County Grade 3
Language Arts Curriculum Map

	Fluency ELA3R1 Vocabulary ELA3R2 Comprehension ELA3R3	Writing ELA3W1	Conventions ELA3C1	Listening, Speaking, and Viewing ELA3LSV1
1st Nine- Weeks	Fall Administration of DRA (<u>All</u> 1-5 grade students) <u>Fluency</u> Decoding (ELA3R1a) Expression (ELA3R1b) <u>Vocabulary</u> New words from texts (ELA3R2a) Multiple-meaning words (ELA3R2b) Roots, prefixes, and suffixes (ELA3R2e) <u>Comprehension</u> Wide reading/Self-selected Reading (ELA3R3a) Main Ideas/Details (ELA3R3j) Sequencing (ELA3R3) Compare/Contrast (ELA3R3e) Literary Elements (ELA3R3e, ELA3R3n) Makes Connections (ELA3R3i)	Introduction to Writers Workshop Ideas: Brainstorm and find a topic Organization: Writes with a beginning, middle, and end Style: Writes with ownership and individuality (tone, voice) Conventions: Addresses sentence formation, usage, and mechanics	Subject-verb agreement & adjectives (ELA3C1a) Complete, coherent, incomplete sentences (ELA3C1e, g) Cursive (ELA3C1n) <u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Nouns Unit 3 Lesson 11 Contractions with <i>not</i> Unit 4 Adjectives Unit 5 Capitalization & Punctuation Unit 6 Lesson 6 Contractions Unit 7 Writing a Personal Narrative Unit 8 Writing a Story Unit 9 Writing Instructions Unit 10 Writing a Research Report Unit 11 Writing to Express an Opinion Unit 12 Writing to Persuade	Adapts oral language to fit the situation by following the rules of conversation with peers and adults (ELA3LSV1a)
2nd Nine- Weeks	<u>Vocabulary</u> Homophones, homographs, antonyms, and synonyms (ELA3R2c) Roots, prefixes, and suffixes (ELA3R2e) <u>Comprehension</u> Wide reading/Self-selected Reading (ELA3R3a) Inference: Drawing Conclusions (ELA3R3f, ELA3R3l, ELA3R3m) Inference: Making Predictions (ELA3R3b) Cause and Effect (ELA3R3l) Self-Monitors (ELA3R3k) Visualizes (ELA3R3) Uses Text and Graphic Features (ELA3R3h, ELA3R3o) Author's Purpose/Point of View (ELA3R3p) Dictionary/glossary/thesaurus (ELA3R3r)	Ideas: Narrows the topic Organization: Uses genre specific patterns of organization Style: Engages the reader with interesting language (descriptive adjectives, vivid verbs, precise nouns) Conventions: Addresses sentence formation, usage, and mechanics	Nouns (ELA3C1b) Contractions (ELA3C1c) <u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Nouns Unit 3 Lesson 11 Contractions with <i>not</i> Unit 4 Adjectives Unit 5 Capitalization & Punctuation Unit 6 Lesson 6 Contractions Unit 7 Writing a Personal Narrative Unit 8 Writing a Story Unit 9 Writing Instructions Unit 10 Writing a Research Report Unit 11 Writing to Express an Opinion Unit 12 Writing to Persuade	Uses oral language for different purposes: to inform, persuade, or entertain (ELA3LSV1c)
Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. This should be accomplished prior to the end of the 3 rd nine weeks. Persuasive _____ Narrative _____ Informational _____ Response to Literature _____				

<p>3rd Nine-Weeks</p>	<p>Mid-Year Administration of DRA <u>Fluency</u> Rate of 120 words per minute (ELA3R1c) Self-correction/fix-up strategies (ELA3R1d) <u>Vocabulary</u> Context clues (ELA3R2f) Idioms and figurative phrases (ELA3R2d) Roots, prefixes, and suffixes (ELA3R2e) <u>Comprehension</u> Wide reading/Self-selected Reading (ELA3R3a) Fact/Opinion/Reasoned Judgment (ELA3R3d, ELA3R3f, ELA3R3q) Summarizing/Retelling/Paraphrasing (ELA3R3g) Questions/Clarifies (ELA3R3c, k)</p>	<p>Ideas: Adds relevant, exciting details</p> <p>Organization: Utilizes smooth transitions</p> <p>Style: Varies sentence structure and length</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p> <p>Georgia Grade 3 Writing Assessment</p>	<p>Pronouns (ELA3C1d) Increasingly complex sentence structure (ELA3C1f) Formal/informal language (ELA3C1h) Word choice (ELA3C1k) Oral context clues (ELA3C1i)</p> <p>Test prep for CRCT</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Nouns Unit 3 Lesson 11 Contractions with <i>not</i> Unit 4 Adjectives Unit 5 Capitalization & Punctuation Unit 6 Lesson 6 Contractions Unit 7 Writing a Personal Narrative Unit 8 Writing a Story Unit 9 Writing Instructions Unit 10 Writing a Research Report Unit 11 Writing to Express an Opinion Unit 12 Writing to Persuade</p>	<p>Recalls, interprets, and summarizes information presented orally (ELA3LSV1b)</p>
<p>4th Nine-Weeks</p>	<p>Georgia Criterion Referenced Competency Test <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA3R2e) <u>Comprehension</u> Wide reading/Self-selected Reading (ELA3R3a) Combine skills and strategies across texts as student needs dictate Accelerate 4th grade GPS Spring Administration of DRA (EIP students in grades 1-5; <u>All</u> K students)</p>	<p>Ideas: Writes from knowledge and experience</p> <p>Organization: Creates inviting leads and strong conclusions</p> <p>Style: Writes with energy and enthusiasm. Takes risks.</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p>	<p>Resources(ELA3C1j) Spelling (ELA3C1l) Capitalization (ELA3C1m) Punctuation (ELA3C1m)</p> <p><u>English Textbook Support: (as needed)</u> Unit 1 The Sentence Unit 2 Nouns Unit 3 Lesson 11 Contractions with <i>not</i> Unit 4 Adjectives Unit 5 Capitalization & Punctuation Unit 6 Lesson 6 Contractions Unit 7 Writing a Personal Narrative Unit 8 Writing a Story Unit 9 Writing Instructions Unit 10 Writing a Research Report Unit 11 Writing to Express an Opinion Unit 12 Writing to Persuade</p>	<p>Listens to and views a variety of media to acquire information (ELA3LSV1d)</p>

Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. This should be accomplished prior to the end of the 3rd nine weeks.

Persuasive _____

Narrative _____

Informational _____

Response to Literature _____

2008-2009
Fayette County Grade 4
Language Arts Curriculum Map

	Comprehension ELA4R1 Habits of Reading ELA4R2 Vocabulary ELA4R3 Fluency ELA4R4	Writing ELA4W1 Writing Genres ELA4W2 Research & Technology ELA4W3 Writing Process ELA4W4	Conventions ELA4C1	Listening, Speaking, and Viewing ELA4LSV1 & 2
1st Nine- Weeks	Fall Administration of DRA (<u>All</u> 1-5 grade students) <u>Comprehension of Literary Texts:</u> Literary Elements (ELA4R1b) Main Idea/Details (ELA4R1h) and Theme (ELA4R1a) Compare/Contrast (ELA4R1e) Makes Connections (ELA4R1g) <u>Comprehension of Informational Texts:</u> Main Idea/Details (ELA4R1f) Text features (ELA4R1b) Sequencing (ELA4R1d) Makes Connections (ELA4R1g) <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> New words from texts (ELA4R3a) Context Clues (ELA4R3b) Multiple-meaning words (ELA4R3h) Roots, prefixes, and suffixes (ELA4R3c, e) <u>Fluency</u> Decoding (ELA4R4a) Prosody (ELA4R4c)	Introduction to Writers Workshop Ideas: Brainstorm and find a topic Organization: Writes with a beginning, middle, and end Style: Writes with ownership and individuality (tone, voice) Conventions: Addresses sentence formation, usage, and mechanics	Subject-Predicate Relationship (ELA4C1a) Parts of Speech: Nouns (ELA4C1b) Mechanics (ELA4C1c) Words or word parts from other languages (ELA4C1d) Cursive (ELA4C1e) English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing Instructions Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 435 Writing a Book Report	<u>Student-to-teacher, student-to-student, and group verbal interactions:</u> New topics (ELA4LSV1a) Asks questions (ELA4LSV1b) Responds to questions (ELA4LSV1c) <u>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</u> Demonstrates an awareness of the presence of the media in the daily lives of most people (ELA4LSV2a) Evaluates the role of the media in focusing attention and in forming an opinion (ELA4LSV2b) Judges the extent to which the media provides a source of entertainment as well as a source of information (ELA4LSV2c)
2nd Nine- Weeks	<u>Comprehension of Literary Texts:</u> Inference: Drawing conclusions (ELA4R1f) Inference: Makes predictions (ELA4R1e) Author's Purpose/Point of View (ELA4R1c) Visualizes (ELA4R1) <u>Comprehension of Informational Texts:</u> Cause and Effect (ELA4R1e) Graphic features (ELA4R1c) <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA4R3c, e) Antonyms, Synonyms, Homophones (ELA4R3i) Word meaning/word choices (ELA4R3d)	Ideas: Narrows the topic Organization: Uses genre specific patterns of organization Style: Engages the reader with interesting language (descriptive adjectives, vivid verbs, precise nouns) Conventions: Addresses sentence formation, usage, and mechanics	Parts of Speech: Verbs (ELA4C1b) Usage (ELA4C1c) English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing Instructions Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 435 Writing a Book Report	<u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Language cues (ELA4LSV1d) Paraphrases (ELA4LSV1e) Turn-taking (ELA4LSV1f)

Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. Persuasive _____ Narrative _____ Informational _____ Response to Literature _____

<p>3rd Nine- Weeks</p>	<p>Mid-Year Administration of DRA <u>Comprehension of Literary Texts:</u> Summarizing, retelling, paraphrasing (ELA4R1i) Literary Devices (ELA4R1d, i) <u>Comprehension of Informational Texts:</u> Fact/Opinion/Reasoned Judgment (ELA4R1h) Questions/Clarifies (ELA4R1a) Summarizing/Retelling/Paraphrasing (ELA4R1f) <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA4R3c, e) Idioms/figurative phrases (ELA4R3f) Playful uses of language (ELA4R3g) <u>Fluency</u> Self-correction/fix-up strategies (ELA4R4b) Prosody (ELA4R4c)</p>	<p>Ideas: Adds relevant, exciting details</p> <p>Organization: Utilizes smooth transitions</p> <p>Style: Varies sentence structure and length</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p>	<p>Parts of Speech: Adjectives (ELA4C1b) Sentence structure (ELA4C1c) Sentence variety (ELA4C1h)</p> <p>English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing Instructions Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 435 Writing a Book Report</p>	<p><u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Solicits comments from others (ELA4LSV1g) Offers opinion appropriately (ELA4LSV1h) Responds appropriately (ELA4LSV1i)</p> <p><u>When delivering or responding to presentations, the student:</u> Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members (ELA4LSV2a) Uses notes, multimedia, or other memory aids to structure the presentation (ELA4LSV2b) Engages the audience with appropriate verbal cues and eye contact (ELA4LSV2c) Projects a sense of individuality and personality in selecting and organizing content and in delivery (ELA4LSV2d) Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials (ELA4LSV2e)</p>
<p>4th Nine- Weeks</p>	<p>Georgia Criterion Referenced Competency Test <u>Comprehension of Literary Texts:</u> Combine skills and strategies across texts as student needs dictate Accelerate 5th grade GPS <u>Comprehension of Informational Texts:</u> Combine skills and strategies across texts as student needs dictate Accelerate 5th grade GPS <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA4R3c, e) Spring Administration of DRA (EIP students in grades 1-5; <u>All</u> K students)</p>	<p>Ideas: Writes from knowledge and experience</p> <p>Organization: Creates inviting leads and strong conclusions</p> <p>Style: Writes with energy and enthusiasm. Takes risks.</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p>	<p>Parts of Speech: Adverbs (ELA4C1b) Mechanics, usage, sentence structure (ELA4C1c) Spelling (ELA4C1f) Spelling homophones (ELA4C1g)</p> <p>English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing Instructions Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 435 Writing a Book Report</p>	<p><u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Contributes to discussions (ELA4LSV1j) Reasons to support opinions (ELA4LSV1k) Clarifies, illustrates, or expands (ELA4LSV1l)</p>

Note: Students are expected to write in all four genres throughout the school year. It is recommended that students receive direct instruction and complete the writing process at least two times per genre. Persuasive _____ Narrative _____ Informational _____ Response to Literature _____

2008-2009
Fayette County Grade 5
Language Arts Curriculum Map

	Comprehension ELA5R1 Habits of Reading ELA5R2 Vocabulary ELA5R3 Fluency ELA5R4	Writing ELA5W1 Writing Genres ELA5W2 Research & Technology ELA5W3 Writing Process ELA5W4	Conventions ELA5C1	Listening, Speaking, and Viewing ELA5LSV1 & 2
5th Grade 1st Nine- Weeks	Fall Administration of DRA (All 1-5 grade students) <u>Comprehension of Literary Texts:</u> Narrative Elements (ELA5R1a) Structural Elements of Dramatic Literature (ELA5R1b) Main Idea/Details (ELA5R1g) Compare/Contrast (ELA5R1c, ELA5R1j) Makes Connections: Text to World (ELA5R1d) <u>Comprehension of Informational Texts:</u> Main Idea/Details (ELA5R1f) Text features (ELA5R1b) Sequencing (ELA5R1d) Makes Connections (ELA5R1g, h) <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> New words from texts (ELA5R3a) Context Clues (ELA5R3b) Multiple-meaning words (ELA5R3h) Roots, prefixes, and suffixes (ELA5R3c, e) Word Stems: chronos, tempus/temporis, para, inter, techne, ars/artis, bios, vivo/victim; review 3 rd & 4 th grade stems <u>Fluency</u> Decoding (ELA5R4a) Prosody (ELA5R4c)	Introduction to Writers Workshop Ideas: Brainstorm and find a topic Organization: Writes with a beginning, middle, and end Style: Writes with ownership and individuality (tone, voice) Conventions: Addresses sentence formation, usage, and mechanics	Parts of speech: nouns, verbs (ELA5C1a) Mechanics (ELA5C1f, g) Cursive English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 6 Pronouns Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing to Compare and Contrast Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 468 Writing a Book Report	<u>Student-to-teacher, student-to-student, and group verbal interactions:</u> New topics (ELA5LSV1a) Asks questions (ELA5LSV1b) Responds to questions (ELA5LSV1c) <u>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</u> Demonstrates an awareness of the presence of the media in the daily lives of most people (ELA5LSV2a) Evaluates the role of the media in focusing attention and in forming an opinion (ELA5LSV2b) Judges the extent to which the media provides a source of entertainment as well as a source of information (ELA5LSV2c)
2nd Nine- Weeks	<u>Comprehension of Literary Texts:</u> Inference (ELA5R1i) Dialogue and description (ELA5R1f) Author's Purpose/Point of View (ELA5R1) Traditional structures and elements (ELA5R1k) Visualizes (ELA5R1) <u>Comprehension of Informational Texts:</u> Cause and Effect (ELA5R1e) Graphic features (ELA5R1c) <u>Habits of Reading</u> (ELA4R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA5R3c, e) Word Stems: mikros, megas, magnus, pater/patris, mater/matris, frater/fratis, demos, populus, polis Antonyms, Synonyms, Homophones (ELA5R3i) Word meaning/word choices (ELA5R3d)	Ideas: Narrows the topic Organization: Uses genre specific patterns of organization Style: Engages the reader with interesting language (descriptive adjectives, vivid verbs, precise nouns) Conventions: Addresses sentence formation, usage, and mechanics	Parts of Speech: pronouns, adjectives, conjunctions (ELA5C1a) Expands or reduces sentences (ELA5C1b) Verb phrases and verb tenses (ELA5C1c) English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 6 Pronouns Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing to Compare and Contrast Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 468 Writing a Book Report	<u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Language cues (ELA5LSV1d) Paraphrases (ELA5LSV1e) Turn-taking (ELA5LSV1f)

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Persuasive ____

Narrative ____

Informational ____

Response to Literature ____

<p>3rd Nine-Weeks</p>	<p>Mid-Year Administration of DRA <u>Comprehension of Literary Texts:</u> Literary Elements (ELA5R1e, h) Summarizing, retelling, paraphrasing (ELA5R1) <u>Comprehension of Informational Texts:</u> Fact/Opinion/Reasoned Judgment (ELA5R1) Questions/Clarifies (ELA5R1a) Summarizing/Retelling/Paraphrasing (ELA5R1) <u>Habits of Reading</u> (ELA5R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA5R3c, e) Word stems: urbs/urbis, pathos, autos, thermos, curro/cursum, zoon, verito/versum, facio/factum, scribo/scriptum Idioms/figurative phrases (ELA5R3f) Playful uses of language (ELA5R3g) <u>Fluency</u> Self-correction/fix-up strategies (ELA5R4b) Prosody (ELA5R4c)</p>	<p>Ideas: Adds relevant, exciting details</p> <p>Organization: Utilizes smooth transitions</p> <p>Style: Varies sentence structure and length</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p> <p>Georgia Grade 5 Writing Assessment (New test format in 06-07: Students must respond appropriately to a writing prompt that is either narrative, informational, or persuasive.)</p>	<p>Parts of speech: adverbs, prepositions, and interjections (ELA5C1a) Sentence structure (ELA5C1f, g) Sentence variety (ELA5C1e)</p> <p>English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 6 Pronouns Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing to Compare and Contrast Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 468 Writing a Book Report</p>	<p><u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Solicits comments from others (ELA5LSV1g) Offers opinion appropriately (ELA5LSV1h) Responds appropriately (ELA5LSV1i)</p> <p><u>When delivering or responding to presentations, the student:</u> Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members (ELA5LSV2a) Uses notes, multimedia, or other memory aids to structure the presentation (ELA5LSV2b) Engages the audience with appropriate verbal cues and eye contact (ELA5LSV2c) Projects a sense of individuality and personality in selecting and organizing content and in delivery (ELA5LSV2d) Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials (ELA5LSV2e) Uses technology or other memory aids to structure the presentation (ELA5LSV2f)</p>
<p>4th Nine-Weeks</p>	<p>Georgia Criterion-Referenced Competency Test <u>Comprehension of Literary Texts:</u> Combine skills and strategies across texts as student needs dictate Accelerate 6th Grade GPS <u>Comprehension of Informational Texts:</u> Combine skills and strategies across texts as student needs dictate Accelerate 6th Grade GPS <u>Habits of Reading</u> (ELA5R2) <u>Vocabulary</u> Roots, prefixes, and suffixes (ELA5R3c, e) Word Stems: plico/plicatum, dico/dictum, biblios, liber/libri, scio/scitum, discipulus, sauros, amo/amatum, review of all 3rd, 4th, and 5th grade stems Spring Administration of DRA (EIP students in grades 1-5; <u>All</u> K students)</p>	<p>Ideas: Writes from knowledge and experience</p> <p>Organization: Creates inviting leads and strong conclusions</p> <p>Style: Writes with energy and enthusiasm. Takes risks.</p> <p>Conventions: Addresses sentence formation, usage, and mechanics</p>	<p>Word function (ELA5C1d) Spelling (ELA5C1g)</p> <p>English Textbook Support: (as needed) Unit 1 The Sentence Unit 2 Nouns Unit 3 Verbs Unit 4 Adjectives Unit 5 Capitalization and Punctuation Unit 6 Pronouns Unit 7 Adverbs and Prepositions Unit 8 Writing a Personal Narrative Unit 9 Writing a Story Unit 10 Writing to Compare and Contrast Unit 11 Writing a Research Report Unit 12-13 Writing to Persuade p. 468 Writing a Book Report</p>	<p><u>Student-to-teacher, student-to-student, and group verbal interactions:</u> Contributes to discussions (ELA5LSV1j) Reasons to support opinions (ELA5LSV1k) Clarifies, illustrates, or expands (ELA5LSV1l)</p>

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Persuasive ____

Narrative ____

Informational ____

Response to Literature ____