



Language Arts Curriculum Map 2008-present

Content has not changed from 2008 map.

K



## Introduction

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. In 2007, the Department of Education, with input from a number of external groups including educators as well as community and business leaders, determined that the original standards should be streamlined to assist teachers with curriculum pacing and focus on the essential knowledge needed at each grade level, to use clear and concise language and to reflect increased rigor and cognitive complexity.

In Volusia County, each curriculum department has developed curriculum maps specific to that content area. The new standards have a different numerical identification system. It is intended to more clearly describe the learning targets.

<b>LA.</b>	<b>K.</b>	<b>4.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

The Reading and Language Arts Standards are organized into six strands: *Reading Process*, *Literary Analysis*, *Writing Process*, *Writing Applications*, *Communication*, and *Information and Media Literacy*. Each of the six strands includes one or more strands and benchmarks which further define the expectations for student learning. Under *Reading Process*, for example, the major components of reading identified by the National Reading Panel and NCLB form the strands. Under *Writing Process* the strands include commonly accepted components of the writing process. The writing standards support the use of the writing workshop to create an environment conducive to producing effective writers. The *Writing Applications* section provides a K-5 framework for a variety of writing purposes and audiences well beyond the narrow focus of preparing for FCAT Writing +. These strands along with the *Communication* and *Information and Media Literacy* strands set the stage for cross-curricular reading and writing through research, oral presentation, and use of technology.

Reading and Language Arts instruction is most effective when it is delivered in an explicit and systematic manner. The benchmarks for each strand are taught recursively throughout the year and from year to year building upon skills previously taught and applied to increasing more complex text. For this reason, the essential questions on curriculum maps for K-5 Reading and Language Arts are repeated throughout the year with varying emphasis on specific target skills. This is shown by highlighting the emphasized target skills during units of study for each grade.

The Reading and Language Arts, K-5 curriculum maps are divided into two sections: Reading and Language Arts.

The Reading section includes the essential questions under *Reading Process and Literary Analysis*. These questions deal with skills and strategies typically taught during the reading block. Below the essential questions are the specific learning targets that are necessary for students to demonstrate proficiency with the content addressed by the essential questions. These targets are closely aligned with the continuum of reading development and the adopted reading series. Teachers consider the strengths and needs of students in order to determine the appropriate emphasis needed on specific learning targets and then differentiate instruction appropriately for students. This section also includes the strands of *Communication* and *Information and Media Literacy*. These benchmarks provide a framework to integrate reading and writing with content area learning over the course of the year. Instruction and assessment in these areas include many performance tasks and products which require application, analysis, and synthesis of knowledge and reading and writing skills. There many opportunities to differentiate instruction and provide increased rigor and relevance across the curriculum. The connections to Science and Social Studies curriculum maps are evident and designed to help teachers manage the extensive amount of content expected to be learned in an elementary classroom.

The Language Arts section includes with *Writing Process* and *Writing Applications*. This section contains the content and strategies associated with language arts instruction. Production of effective writing is the emphasis rather than isolating skills of spelling, conventions or grammar. The instruction has been carefully designed to embed skills instruction within writing genres. The teaching points are clearly stated as are the expectations for formative and summative assessment. Guidance is provided on expectations for student revised and edited samples as well as District Writing Prompts or samples to be saved in the benchmark folder. The result should be a continuum of writing development from K-5. Specific resources are suggested for both instructional use and for professional development of the teacher.

<b>UNIT/ORGANIZING PRINCIPLE: Writing Process</b>		<b>PACING: Start Smart, Unit 1, Unit 2 Weeks 1-10</b>	
<b>ESSENTIAL QUESTIONS:</b>	<b>Does the student use prewriting strategies to generate ideas?</b> <b>Does the student draw, tell, or write about a familiar topic?</b> <b>Does the student revise by adding details and checking for logical thinking?</b> <b>Does the student edit and correct the draft for standard conventions?</b> <b>Does the student write a final product and share it?</b>		
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>connect thought and oral language to generate ideas</li> <li>draw a picture about ideas from a read aloud or from class discussion</li> </ul>	LA.K.3.1.1 LA.K.3.1.2	idea, topic, draw, picture,
<b>Drafting</b>	<ul style="list-style-type: none"> <li>draw, tell or write about a familiar experience, topic or text</li> <li>create a group draft with the teacher as scribe</li> </ul>	LA.K.3.2.1 LA.K.3.2.2	draft
<b>Revising</b>	<ul style="list-style-type: none"> <li>add details and check for logical thinking</li> </ul>	LA.K.3.3.1	details
<b>Editing</b>	<ul style="list-style-type: none"> <li>spelling of simple words</li> <li>capital letters to begin “important words”</li> <li>end punctuation including periods, questions marks, and exclamation points</li> </ul>	LA.K.3.4.1 LA.K.3.4.2 LA.K.3.4.3	high frequency words, capitals, question mark, exclamation point
<b>Publishing</b>	<ul style="list-style-type: none"> <li>produce, illustrate and share a finished piece of writing</li> </ul>	LA.K.3.5.1	illustrate

<b>UNIT/ORGANIZING PRINCIPLE: Writing Applications</b>		<b>PACING: Start Smart, Unit 1, Unit 2 Weeks 1-10</b>	
<b>Essential Question(s): Does the student write for a variety of purposes?</b>			
<b>Concepts /Content</b>	<b>Learning Targets/Skills</b>	<b>Benchmarks</b>	<b>Key Terminology</b>
<b>Creative writing</b>	<ul style="list-style-type: none"> <li>create narratives by drawing, dictating or writing</li> <li>participate in writing simple stories, poems, rhymes, or song lyrics</li> </ul>	LA.K.4.1.1 LA.K.4.1.2	story, poem, rhymes, songs
<b>Informative writing</b>	<ul style="list-style-type: none"> <li>participate in creating a variety of informational/expository forms</li> <li>participate in creating simple summaries from informational/expository text</li> <li>participate in a group setting to identify the topic as expressed in informational/expository text and discuss related details</li> <li>communications with teacher as scribe including friendly letters and thank-you notes</li> <li>draw a simple map of the classroom</li> </ul>	LA.K.4.2.1 LA.K.4.2.2 LA.K.4.2.3  LA.K.4.2.4  LA.K.4.2.5	labels, lists, graphs, observations, summaries, maps, tables, letters, thank you notes
<b>Persuasive writing</b>	<ul style="list-style-type: none"> <li>draw a picture and use it to explain why this item is their favorite</li> </ul>	LA.K.4.3.1	convince, persuade

**Macmillan Florida Treasures Grade K Start Smart, Unit 1 and Unit 2**  
**Writing and Grammar Resources**  
**and Assessments**

**Writing**

**Big Books and Trade Books**

**Smart Start**

- **Animals in the Park: An ABC Book**
- **Hands Can**
- **Jazz Baby**

**Unit 1**

- **Whose Baby Am I?**
- **The Picnic at Apple Park**
- **Peter's Chair**

**Unit 2**

- **What Do You Like?**
- **Friends All Around**
- **Simon and Molly Plus Hester**

**Interactive Writing**

**Shared Writing Lessons**

**Independent Writing**

**Morning Message**

**Writing Center Workstations**

**Activity Book-writing alphabet**

**Journal Ideas**

**Sing, Talk, Rhyme Chart**

**Additional Resources**

- **Macmillan Website:** [www.macmillanmh.com](http://www.macmillanmh.com)
- **Instructional Navigator Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM**
- **Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers**

**Grammar**

**Oral Grammar**

- Speaking in complete sentences
- Asking and answering questions
- Nouns/Naming words
- Labels

**Assessments**

**Writing Folder/Portfolio Piece**

**Teacher collected samples**

**Observation of performance**

**Suggested Links to Educational Websites for Teachers**

- [www.volusia.k12.fl.us/curriculum/Edlinks/intro.html](http://www.volusia.k12.fl.us/curriculum/Edlinks/intro.html)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.ttms.org](http://www.ttms.org)
- [www.flstandards.org](http://www.flstandards.org)
- <http://fcats.fldoe.org>
- [www.teachersfirst.com](http://www.teachersfirst.com)
- [www.nwrel.org/assessment/lessonplans.php?odelay=2](http://www.nwrel.org/assessment/lessonplans.php?odelay=2)

<b>UNIT/ORGANIZING PRINCIPLE: Writing Process</b>		<b>PACING: Units 3, 4, 5 Weeks 11-20</b>	
<b>ESSENTIAL QUESTIONS:</b>	<b>Does the student use prewriting strategies to generate ideas?</b> <b>Does the student draw, tell, or write about a familiar topic?</b> <b>Does the student revise by adding details and checking for logical thinking?</b> <b>Does the student edit and correct the draft for standard conventions?</b> <b>Does the student write a final product and share it?</b>		
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>connect thought and oral language to generate ideas</li> <li>draw a picture about ideas from a read aloud or from class discussion</li> </ul>	LA.K.3.1.1 LA.K.3.1.2	idea, topic, draw, picture,
<b>Drafting</b>	<ul style="list-style-type: none"> <li>draw, tell or write about a familiar experience, topic or text</li> <li>create a group draft with the teacher as scribe</li> </ul>	LA.K.3.2.1 LA.K.3.2.2	draft
<b>Revising</b>	<ul style="list-style-type: none"> <li>add details and check for logical thinking</li> </ul>	LA.K.3.3.1	details
<b>Editing</b>	<ul style="list-style-type: none"> <li>spelling of simple words</li> <li>capital letters to begin “important words”</li> <li>end punctuation including periods, questions marks, and exclamation points</li> </ul>	LA.K.3.4.1 LA.K.3.4.2 LA.K.3.4.3	high frequency words, capitals, question mark, exclamation point
<b>Publishing</b>	<ul style="list-style-type: none"> <li>produce, illustrate and share a finished piece of writing</li> </ul>	LA.K.3.5.1	illustrate

<b>UNIT/ORGANIZING PRINCIPLE: Writing Applications</b>		<b>PACING: Units 3, 4, 5 Weeks 11-20</b>	
<b>Essential Question(s): Does the student write for a variety of purposes?</b>			
<b>Concepts /Content</b>	<b>Learning Targets/Skills</b>	<b>Benchmarks</b>	<b>Key Terminology</b>
<b>Creative writing</b>	<ul style="list-style-type: none"> <li>create narratives by drawing, dictating or writing</li> <li>participate in writing simple stories, poems, rhymes, or song lyrics</li> </ul>	LA.K.4.1.1 LA.K.4.1.2	story, poem, rhymes, songs
<b>Informative writing</b>	<ul style="list-style-type: none"> <li>participate in creating a variety of informational/expository forms</li> <li>participate in creating simple summaries from informational/expository text</li> <li>participate in a group setting to identify the topic as expressed in informational/expository text and discuss related details</li> <li>communications with teacher as scribe including friendly letters and thank-you notes</li> <li>draw a simple map of the classroom</li> </ul>	LA.K.4.2.1 LA.K.4.2.2 LA.K.4.2.3 LA.K.4.2.4 LA.K.4.2.5	labels, lists, graphs, observations, summaries, maps, tables, letters, thank you notes
<b>Persuasive writing</b>	<ul style="list-style-type: none"> <li>draw a picture and use it to explain why this item is their favorite</li> </ul>	LA.K.4.3.1	convince, persuade

**Macmillan Florida Treasures Grade K- Units 3, 4, 5 Weeks 11-20**  
**Writing and Grammar Resources**  
**and Assessments**

**Writing**

**Big Books and Trade Books**

**Unit 3**

- **The Bus for Us**
- **On the Go**
- **Duck on a Bike**

**Unit 4**

- **Apple Farmer Annie**
- **Our Special Friend Sweet Potato Pie**
- **Yoko**

**Unit 5**

- **Mama Cat Has Three Kittens**
- **Animal Babies ABC**
- **Mole and the Baby Bird**

**Interactive Writing**

**Shared Writing Lessons**

**Independent Writing**

**Morning Message**

**Writing Center Workstations**

**Activity Book-writing alphabet**

**Journal Ideas**

**Sing, Talk, Rhyme Chart**

**Additional Resources**

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- **Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers**

**Grammar**

**Oral Grammar**

- Speaking in complete sentences
- Asking and answering questions
- Action words

**Written Grammar**

- Writing in sentences
- End punctuation – period
- Capitalization names, beginning of sentence, I

**Assessments**

**Writing Folder/Portfolio Piece**

**Teacher collected samples**

**Observation of performance**

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- [www.flstandards.org](http://www.flstandards.org)
- <http://fcat.fldoe.org>
- [www.teachersfirst.com](http://www.teachersfirst.com)
- [www.nwrel.org/assessment/lessonplans.php?odelay=2](http://www.nwrel.org/assessment/lessonplans.php?odelay=2)

<b>UNIT/ORGANIZING PRINCIPLE: Writing Process</b>		<b>PACING: Unit 6, 7, 8 Weeks 21-30</b>	
<b>ESSENTIAL QUESTIONS:</b>	<p><b>Does the student use prewriting strategies to generate ideas?</b>  <b>Does the student draw, tell, or write about a familiar topic?</b>  <b>Does the student revise by adding details and checking for logical thinking?</b>  <b>Does the student edit and correct the draft for standard conventions?</b>  <b>Does the student write a final product and share it?</b></p>		
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>connect thought and oral language to generate ideas</li> <li>draw a picture about ideas from a read aloud or from class discussion</li> </ul>	<p>LA.K.3.1.1 LA.K.3.1.2</p>	idea, topic, draw, picture,
<b>Drafting</b>	<ul style="list-style-type: none"> <li>draw, tell or write about a familiar experience, topic or text</li> <li>create a group draft with the teacher as scribe</li> </ul>	<p>LA.K.3.2.1 LA.K.3.2.2</p>	draft
<b>Revising</b>	<ul style="list-style-type: none"> <li>add details and check for logical thinking</li> </ul>	LA.K.3.3.1	details
<b>Editing</b>	<ul style="list-style-type: none"> <li>spelling of simple words</li> <li>capital letters to begin “important words”</li> <li>end punctuation including periods, questions marks, and exclamation points</li> </ul>	<p>LA.K.3.4.1 LA.K.3.4.2 LA.K.3.4.3</p>	high frequency words, capitals, question mark, exclamation point
<b>Publishing</b>	<ul style="list-style-type: none"> <li>produce, illustrate and share a finished piece of writing</li> </ul>	LA.K.3.5.1	illustrate

<b>UNIT/ORGANIZING PRINCIPLE: Writing Applications</b>		<b>PACING: Unit 6, 7, 8 Weeks 21-30</b>	
<b>Essential Question(s): Does the student write for a variety of purposes?</b>			
<b>Concepts /Content</b>	<b>Learning Targets/Skills</b>	<b>Benchmarks</b>	<b>Key Terminology</b>
<b>Creative writing</b>	<ul style="list-style-type: none"> <li>create narratives by drawing, dictating or writing</li> <li>participate in writing simple stories, poems, rhymes, or song lyrics</li> </ul>	<p>LA.K.4.1.1 LA.K.4.1.2</p>	story, poem, rhymes, songs
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<b>Persuasive writing</b>	<ul style="list-style-type: none"> <li>draw a picture and use it to explain why this item is their favorite</li> </ul>	LA.K.4.3.1	convince, persuade

**Macmillan Florida Treasures Grade K Units 6, 7, 8 Weeks 21-30**  
**Writing and Grammar Resources**  
**and Assessments**

**Writing**

**Big Books and Trade Books**

**Unit 6**

- Russ and the Firehouse
- Bus Stops
- Alicia Happy Day

**Unit 7**

- A Rainy Day
- In the Yard
- Bear Snores On

**Unit 8**

- Oak Trees
- Seed Secrets
- Sunflower House

**Interactive Writing**

**Shared Writing Lessons**

**Independent Writing**

**Morning Message**

**Writing Center Workstations**

**Activity Book-writing alphabet**

**Journal Ideas**

**Sing, Talk, Rhyme Chart**

**Additional Resources**

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- Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers

**Grammar**

**Oral Grammar**

- Speaking in complete sentences
- Asking and answering questions
- Describing words
- Sensory words

**Written Grammar**

- Writing sentences
- Ending punctuation - period

**Assessments**

**Writing Folder/Portfolio Piece**

**Teacher collected samples**

**Observation of performance**

**Suggested Links to Educational Websites for Teachers**

- [www.volusia.K12.fl.us/curriculum/Edlinks/intro.html](http://www.volusia.K12.fl.us/curriculum/Edlinks/intro.html)
- [www.readwritethink.org](http://www.readwritethink.org)
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- <http://fcats.fldoe.org>
- [www.teachersfirst.com](http://www.teachersfirst.com)
- [www.nwrel.org/assessment/lessonplans.php?odelay=2](http://www.nwrel.org/assessment/lessonplans.php?odelay=2)

<b>UNIT/ORGANIZING PRINCIPLE: Writing Process</b>		<b>PACING: Units 9,10 Weeks 31-38</b>	
<b>ESSENTIAL QUESTIONS:</b>	<b>Does the student use prewriting strategies to generate ideas?</b> <b>Does the student draw, tell, or write about a familiar topic?</b> <b>Does the student revise by adding details and checking for logical thinking?</b> <b>Does the student edit and correct the draft for standard conventions?</b> <b>Does the student write a final product and share it?</b>		
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>connect thought and oral language to generate ideas</li> <li>draw a picture about ideas from a read aloud or from class discussion</li> </ul>	LA.K.3.1.1 LA.K.3.1.2	idea, topic, draw, picture,
<b>Drafting</b>	<ul style="list-style-type: none"> <li>draw, tell or write about a familiar experience, topic or text</li> <li>create a group draft with the teacher as scribe</li> </ul>	LA.K.3.2.1 LA.K.3.2.2	draft
<b>Revising</b>	<ul style="list-style-type: none"> <li>add details and check for logical thinking</li> </ul>	LA.K.3.3.1	details
<b>Editing</b>	<ul style="list-style-type: none"> <li>spelling of simple words</li> <li>capital letters to begin “important words”</li> <li>end punctuation including periods, questions marks, and exclamation points</li> </ul>	LA.K.3.4.1 LA.K.3.4.2 LA.K.3.4.3	high frequency words, capitals, question mark, exclamation point
<b>Publishing</b>	<ul style="list-style-type: none"> <li>produce, illustrate and share a finished piece of writing</li> </ul>	LA.K.3.5.1	illustrate

<b>UNIT/ORGANIZING PRINCIPLE: Writing Applications</b>		<b>PACING: Units 9,10 Weeks 31-38</b>	
<b>Essential Question(s): Does the student write for a variety of purposes?</b>			
<b>Concepts /Content</b>	<b>Learning Targets/Skills</b>	<b>Benchmarks</b>	<b>Key Terminology</b>
<b>Creative writing</b>	<ul style="list-style-type: none"> <li>create narratives by drawing, dictating or writing</li> <li>participate in writing simple stories, poems, rhymes, or song lyrics</li> </ul>	LA.K.4.1.1 LA.K.4.1.2	story, poem, rhymes, songs
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<b>Persuasive writing</b>	<ul style="list-style-type: none"> <li>draw a picture and use it to explain why this item is their favorite</li> </ul>	LA.K.4.3.1	convince, persuade

**Macmillan Florida Treasures Grade K Unit 9 and Unit 10**  
**Writing and Grammar Resources**  
**and Assessments**

**Writing**

**Big Books and Trade Books**

**Unit 9**

- Beetles
- Fish Faces
- If the Dinosaurs Came Back

**Unit 10**

- What Do You Know?
- Warthogs Paint: A Messy Coloring Book
- Turtle Splash! Countdown at the Pond

**Interactive Writing**

**Shared Writing Lessons**

**Independent Writing**

**Morning Message**

**Writing Center Workstations**

**Activity Book-writing alphabet**

**Journal Ideas**

**Sing, Talk, Rhyme Chart**

**Additional Resources**

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- Instructional Navigator Interactive Teacher's Edition Grade 1 Lesson Planner and Resource Center CD-ROM
- Dinah Zike's Foldables 3-Dimensional Interactive Graphic Organizers

**Grammar**

**Oral Grammar**

- Speaking in complete sentences
- Asking and answering questions

**Written Grammar**

- Writing in complete sentences
- End punctuation-period and question mark
- Capitalization - I, sentence beginning, names
- Pronouns

**Assessments**

**Writing Folder/Portfolio Piece**

**Teacher collected samples**

**Observation of performance**

**Suggested Links to Educational Websites for Teachers**

- [www.volusia.K12.fl.us/curriculum/Edlinks/intro.html](http://www.volusia.K12.fl.us/curriculum/Edlinks/intro.html)
- [www.readwritethink.org](http://www.readwritethink.org)
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- [www.flstandards.org](http://www.flstandards.org)
- <http://fcit.fldoe.org>
- [www.teachersfirst.com](http://www.teachersfirst.com)
- [www.nwrel.org/assessment/lessonplans.php?odelay=2](http://www.nwrel.org/assessment/lessonplans.php?odelay=2)