

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

MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers and previously learned strategies, the student will:

| Outcomes | Assessment | Strategies |
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| <p>Concepts About Print</p> <ul style="list-style-type: none"> • realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment) • distinguish letters from words • recognize that words are separated by spaces • follow words left to right and from top to bottom • recognize that print represents spoken language • demonstrate understanding of the function of a book and its parts, including the cover | <p>Use familiar chart story to identify letters and words. Read the chart story orally in a choral reading or individually.</p> | <p>Use chart story experiences that are age appropriate to tell, record in writing and read aloud.</p> <p>Design covers to illustrate the chart stories.</p> |
| <p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> • recognize that spoken words consist of sequences of phonemes • demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds | <p>Identify all letters of the alphabet.</p> <p>Use sequence of phonemes to create words.</p> | <p>Change familiar texts (such as nursery rhymes) to identify differences in phonemes and words.</p> <p>Examples: Song a sing of sixpence – reverse words</p> |

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| <ul style="list-style-type: none"> • understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle) • learn many, though not all, one-to-one letter sound correspondences • given a spoken word, can produce another word that rhymes with it • recognize words by sight from Dolch list http://www.theschoolbell.com/Links/Dolch/Dolch.html • recognize and name all uppercase and lowercase letters of the alphabet • recognize and read their name | | <p>I'm a tittle leapot – reverse sounds</p> <p>Jack fell down and crown his broke – swap word parts</p> <p>[See: Phonemic awareness in young children: A classroom curriculum – by Foorman, Lundberg, and Beeler (1998)].</p> |
| <p>Fluency</p> <ul style="list-style-type: none"> • practice reading behaviors such as retelling, reenacting or dramatizing stories • recognize when a simple text fails to make sense when listening to a story read aloud • attempt to follow along in their book while listening to a story read aloud • listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books) | <p>Use literary and functional texts to retell or dramatize an event</p> | <p>Use big books to read aloud to students.</p> <p>Mime a big book story using only the pictures.</p> <p>Change details in familiar and new stories and have students identify what the text should say.</p> |

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| <p>Reading Strategies</p> <ul style="list-style-type: none"> • sequence a simple story • begin to track or follow print when listening to a familiar text being read • think ahead and make simple predictions about text • use picture clues to aid understanding of story content • relate personal experiences to story characters' experiences, language, customs and cultures with assistance from teacher • "read" familiar texts emergently, not necessarily verbatim from the print alone | <p>Create 3-5 sequence pictures to retell a story.</p> | <p>Use the cover and illustrations of a book to make predictions about text, to sequence story, to identify customs and cultures and to retell the story.</p> |
| <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> • identify and sort words in basic categories • explain meanings of common signs and symbols | <p>Use class vocabulary book to use new word in a complete sentence.</p> | <p>Use familiar objects such as food items in a store flyer to sort pictures or words into similar categories (cereal, fruit, etc.).</p> <p>Create a class vocabulary book for new words or objects used.</p> |
| <p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> • respond to a variety of poems and stories through movement, art, music and drama • verbally identify the main character, setting and important events in a story read aloud | <p>Choose his or her favorite story and retell the story to the class using words, pictures or dramatization.</p> | <p>Choose themes throughout the year (friends, holy people, travel, Dr. Seuss, etc.) to determine stories to read to students and to invite students to share their books with the class based on the specified theme.</p> |

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| <ul style="list-style-type: none"> • identify favorite books and stories • retell a story read aloud using main characters and events • participate in shared reading experiences | | <p>Include poetry, music and art in the selection.</p> |
| <p>Inquiry and Research</p> <ul style="list-style-type: none"> • locate and know the purposes for various literacy areas of the classroom and the library/media center • choose books related to topics of interest | <p>Locate and return books on a given topic in the classroom library.</p> | <p>Design a classroom library that includes sections for story books, real people books, poetry books, animal books, picture books, etc. Use the classroom library to locate books of a specific topic.</p> |

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

MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:

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| <p>Word Study</p> <ul style="list-style-type: none"> • recognize that spoken words can be written • discover other words that have similar meanings | <p>Identify a spoken word that is written.</p> | <p>Write simple words from dictation.</p> <p>Create a web of similar words.</p> |
| <p>Word Usage</p> <ul style="list-style-type: none"> • use clear and fluent sentences | <p>Answer questions in a complete sentence.</p> | <p>Use subject or action words as a prompt for students to create a complete sentence: Ex. – The cat _____ . _____ is always fun.</p> |
| <p>Sentence Structure And Development</p> <ul style="list-style-type: none"> • use a picture and words to answer a question • draw pictures to show sequence • add ending to a story | <p>Draw a picture that illustrates a part of a story and dictate a complete sentence to describe the picture.</p> | <p>Create stories using a combination of words and pictures.</p> <p>Rewrite/retell an ending to a story.</p> |
| <p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> • recognize that the first letter of a person's first and last name begin with a capital letter • recognize end punctuation | <p>Write his/her first and last name using correct upper and lower case letters.</p> | <p>Use written text to identify the capitalization of a familiar or famous person's first and last name: Ex. – George Washington</p> |

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| <p>Writing Skills</p> <ul style="list-style-type: none"> develop left to right progression on a page write his/her name reproduce letters and numbers accurately write a capital letter with its corresponding lower case letter reproduce simple words | <p>Copy words from the blackboard or other large print display on grade-appropriate lined paper.</p> | <p>Develop fine motor control in using crayon, pencil, clay, paste, glue and scissors.</p> <p>Use blackboard, flannel board, sandpaper, sand, computer, magnet board, etc. to practice letter formation. (Use a consistent penmanship format –Palmer, D’Nealian, etc. –from K-8 with all teachers modeling the same format.)</p> |
| <p>Writing Process</p> <ul style="list-style-type: none"> understand the relationship between spoken and written words sequence story events | <p>Retell a story in sequential order with a beginning, middle and end.</p> | <p>Use story cards to sequence a story.</p> |
| <p>Genres</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> draw a picture and/or write a sentence to tell a story from a book, poem, play, or recording <p><u>Descriptive</u></p> <ul style="list-style-type: none"> use sense words to describe an animal or object <p><u>Expository</u></p> <ul style="list-style-type: none"> explain how to do an activity | <p>Dictate a 2-3 sentence story that tells about an event.</p> <p>Use sense words to describe an animal or object that classmates can guess.</p> <p>Using appropriate sequencing, show and tell how to do an activity such as making a peanut butter and jelly sandwich.</p> | <p>Keep a writing journal through drawing pictures, writing words and a combination of drawing and writing.</p> <p>Rewrite a nursery rhyme with “new” characters or settings.</p> <p>Dictate stories to accompany pictures.</p> <p>Write an informative class letter to another class to tell about class activities.</p> |

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| <p><u>Persuasive</u></p> <ul style="list-style-type: none">• persuade others through invitation | <p>Persuade a classmate to join an activity.</p> | <p>Make invitations for a party.</p> |

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

MODE:

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|---|---|--|
| <ul style="list-style-type: none"> • share experiences and express ideas • participate in conversations with peers and adults • ask questions to find information | <p>Wait his/her turn to speak and respond appropriately to prior speakers. The student will stay on topic under discussion.</p> | <p>Work with peers to solve a problem.</p> <p>In groups of 3 or 4, students discuss which game to play. Each student presents his/her view in the small group and the group decides on one game to play. The group presents their decision to the class and gives reasons for their choice.</p> <p>Introduce a real person or story book character using specific guides from the teacher.</p> |
| <ul style="list-style-type: none"> • respond to stories, poems and songs • use language to describe feelings, people, objects and events • suggest rhyming words during word play, songs, or read-aloud • sing familiar songs and rhymes to promote oral language development | <p>Engage in choral speaking and reciting poems.</p> | <p>Use Dr. Seuss books or others to identify rhymes.</p> <p>Create and sing rhymes based on other familiar songs (Twinkle, Twinkle Little Star).</p> |
| <ul style="list-style-type: none"> • begin to use appropriate language that promotes manners and social graces • begin to respond to non-verbal behaviors of others when speaking (facial expression, lack of attention) | <p>Consciously and consistently use please, thank you and excuse me.</p> | <p>Use please, thank you, excuse me in regular conversation.</p> <p>Use pantomimes to express emotions.</p> |

All students will listen actively to information from a variety of sources in a variety of situations.

MODE:

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|---|--|--|
| <ul style="list-style-type: none"> • listen fully to understand simple instructions or hear and comprehend daily messages • listen to identify main characters and events in stories • listen to rhymes and songs to begin developing an understanding of letter/sound relationships • listen to stories read to class • answer questions correctly about books read aloud | <p>Retell announcements made on the public address system. Identify the speaker and summarize the message.</p> | <p>Have students draw a picture or create a paper object by listening to oral directions.</p> <p>Skip words in a nursery rhyme and have students fill in the blanks.</p> <p>Listen to stories for specific purposes: to tell about characters, to describe the setting, etc.</p> |

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

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|---|---|--|
| <ul style="list-style-type: none"> • make predications about visual information such as pictures in books • discuss favorite characters from books, films and television • begin to sequence a series of pictures or images to tell a story • recognize the value of illustrations in books | <p>Using age-appropriate art prints, student will tell a story about the picture.</p> | <p>Use picture books without text (such as <i>Nothing Ever Happens on My Block</i>) to tell a story.</p> <p>Choose an unfamiliar video. Play the video without volume and let the children tell the story based on what they see.</p> <p>Listen to classical music and describe the mood it evokes. Relate the music to parts of a familiar fairy tale.</p> <p>Read story to students but show pictures from a different story. Let students respond to the discrepancy.</p> |