

<p>Phonics</p> <p>3. Demonstrate an awareness of the predictable relationship between phonemes in spoken language and graphemes in written language.</p>	<ul style="list-style-type: none"> • Recognize and names all upper and lower case letters (both in and out of sequence). • Demonstrate letter sound correspondence for all single consonants. • Demonstrate a basic understanding of the alphabetic principle (e.g., <i>the idea that the letters in printed words represent sounds in spoken words</i>). • Identify letters matched to short vowel sounds. • Use common consonant sounds with short vowels to decode three letter words.
<p>Reading Strategies</p> <p>4. Begin to use cueing systems with leveled text as well as read-aloud text. Cueing Systems: visual, meaning, syntactic.</p> <p>5. Use appropriate strategies before, during, and after reading in order to construct meaning.</p>	<ul style="list-style-type: none"> • Begin to use one-to-one match of written and spoken words during emergent reading and writing activities. • Cross check letter-sound relationships • Use picture clues to construct meaning. • Reread to clarify meaning. • Recognize if the text does or does not sound like spoken English. <p><u>Before:</u></p> <ul style="list-style-type: none"> • Use pre-reading strategies, such as predicting, picture walks, and questioning to set context for reading and to aid comprehension. • Activate prior knowledge to aid comprehension of fiction and nonfiction texts in terms of what is true and what is not. <p><u>During</u></p> <ul style="list-style-type: none"> • Ask questions when a text does not make sense. • Create pictures from read-alouds and shared readings. • Identify parts of a text that seem important. • Make connections between text and self. • Make predictions about what may happen next. <p><u>After</u></p> <ul style="list-style-type: none"> • Answer literal and easy inferential

	<p>questions about texts read aloud.</p> <ul style="list-style-type: none"> • Retell information from a story, using proper sequence. • Identify the setting, theme, conflict, and important events of the plot of a story. • Identify the topic of a nonfiction text. • Make text-to-self connections. • Identify the specific purpose of a text (e.g., <i>to find information, to enjoy a story, to receive a message</i>). • Express opinions about texts and the reasons why, (e.g. <i>I liked.... I did not like.....because.....</i>).
<p>Comprehension</p> <p>6. Construct meaning from text using comprehension strands.</p> <p>Forming a General Understanding (CMT Strand A) The reader will demonstrate understanding of the text’s general content.</p> <p>Developing an Interpretation (CMT Strand B) The reader will interpret and/or explain the text.</p>	<ul style="list-style-type: none"> • Predict and confirm outcomes prior to reading and throughout the text. • Determine the main idea of non-fiction/fiction (answer the question: <i>“What’s it all about?”</i> using evidence from the text). • Explain why the author chose the title and determine additional titles. • Re-tell familiar appropriate stories that have been heard several times (characters, setting, problem, solution and details). • Generate and respond to questions before, during, and after reading (<i>QAR- Question Answer Relationships</i>). • Label questions: <ul style="list-style-type: none"> - “in the book” (<i>literal</i>) - “in my head” (<i>inferential</i>) • Answer open ended questions. • Apply context clues in completing oral cloze activities (<i>morning message, poetry, etc.</i>). <ul style="list-style-type: none"> • Use graphic organizers KWL and Beginning/Middle/End (BME). • Recognize the difference between fiction and non-fiction selections. • Draw conclusions from stated or implied information with evidence from text.

<p>Making Reader/Text Connections (CMT Strand C) The reader will connect or associate the text with one's own life.</p> <p>Examining Content and Structure (CMT Strand D) The reader will elaborate on the text and make judgments about the text's quality and themes.</p>	<ul style="list-style-type: none"> • Connect through discussion the text and outside experiences and/or prior knowledge (relating to both leveled text and read-aloud text). • Connect to the text by sharing a personal response (relating to both leveled text and read-aloud text). • Begin to evaluate the author's craft with focus on literary devices: humor and imagery.
<p>Fluency</p> <p>7. Develop reading fluency (ability to read a text accurately and quickly).</p> <p>8. Identify patterns in books, rhymes, and songs.</p>	<ul style="list-style-type: none"> • Participate in Choral and Echo Reading. • Listen to and read books with simple, repetitive language patterns. • Read decodable texts to practice and gain fluency. • Read a list of at least 31 high frequency words (DOLCH) as required by Kindergarten Benchmarks. • Read or sing along with correct expression and pace in books, rhymes, and songs.
<p>Vocabulary</p> <p>9. Recognize and use grade appropriate vocabulary.</p>	<ul style="list-style-type: none"> • Build sight word vocabulary (DOLCH) taught as part of the kindergarten curriculum. • Recognize some high-frequency words taught in context. • Develop oral vocabulary through listening, speaking, reading, writing and viewing. • Confirm meanings of unknown words, using prior knowledge, context, photos, illustrations, and diagrams. • Identify common words in basic categories (<i>give examples of favorite foods, colors, etc.</i>).

<p>Reading Reflections/Behaviors</p> <p>10. Demonstrates motivation and desire to read.</p>	<ul style="list-style-type: none"> • Respond to a reading interest survey. • Maintain a class reading list. • Elect to use free time to read and write. • Choose a book to read and share it with classmates. • Independently read for 5-10 minutes.
<p><u>Writing</u></p> <p>Writing Process</p> <p>11. Write to communicate with others.</p> <p>12. Write to a specific genre, trait, or craft.</p> <p>Writing Conventions</p> <p>13. Use standard English and English Language conventions while</p>	<ul style="list-style-type: none"> • Use pictures and self-drawings as a rehearsal for writing. • “Write” for several minutes. • Revise by adding details to pictures or letters to words. • Write emergently to express meaning. • Write to an untimed narrative prompt. • Write name on paper. • Use sight words taught in self-generated writing. • Talk about writing with the teacher. • Publish and present final products in a variety of ways. • Descriptive: Use pictures and letters to describe a topic, idea, or event. • Narrative: Draw and write in journals about the day’s events. Draw and write a story with a character and a problem. • Expository: Dictate and write simple lists, labels, captions, and informational sentences. • Persuasive: Dictate and write one idea for liking something. • Poetic: Write an ABC poem. Write a name or acrostic poem. • Demonstrate voice through the use of different colors, facial features, and actions of “characters.” • Use capitals: <i>I, beginning of sentence, specific names of people.</i>

<p>composing and revising written text.</p>	<ul style="list-style-type: none"> • Recognize and write a sentence. • Use punctuation: <i>period, question mark and begin to use the exclamation point.</i> • Recognize when simple sentences fail to make sense. • Spell High Frequency/Dolch Words correctly, as required on the Kindergarten Benchmark. • Use letters in writing; represent sounds, especially beginning and ending phonemes; use spaces to represent words; use left to right progression. • Write first and last name with correct capitalization. • Use directionality of print (<i>e.g. printing left to right, top to bottom</i>) in writing. • Leave a space between words. • Recognize names of letters and are able to write uppercase and lowercase letters when the letter name or sound is dictated.
<p><u>Listening/Speaking/Viewing</u></p> <p>14. Use oral language with clarity to communicate a message.</p> <p>15. Listen to acquire information and to respond to questions.</p> <p>16. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.</p>	<ul style="list-style-type: none"> • Participate in group discussion. • Speak in complete sentences using standard English. • Use a voice level fitting of the setting. • Take turns during conversation. • Use Oral Language to relate own experiences and construct own sentences in a logical sequence. • Make simple verbal comparisons. • Describe objects, events, feelings, etc. with details or examples. • Recite short poems, rhymes, and songs. <ul style="list-style-type: none"> • Listen for a specific purpose, including recalling events, summarizing details, and acquiring information. • Generate and answer questions. • Follow simple verbal three and four step directions. <ul style="list-style-type: none"> • Write personal response using pictures/ print and emergent writing. • Use technological resources to enhance reading and writing.

