

CONCEPT OF PRINT & VOCABULARY	PHONEMIC AWARENESS & PHONETIC PRINCIPLES	READING COMPREHENSION
<p style="text-align: center;">CONCEPTS OF PRINT</p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Hold print materials in the correct position. b) Identify the front cover and the back cover. c) Distinguish between print and pictures. Begin to follow words from left to right and from top to bottom. • Begin to develop concept of sentence: <ul style="list-style-type: none"> • Begins with capital letter; ends with period. • Segment oral sentences: clap and count words. • Complete class-built pattern sentence by drawing picture, dictating or writing a word. • Echo "reads" with fluency and expression. <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <ul style="list-style-type: none"> a) Identify common signs and logos. (environmental print). c) Explain own drawing. d) Read his/her name. d) Begin to recognize common sight words, e.g., <i>I, see, a, like</i>. <p style="text-align: center;">VOCABULARY</p> <p>K.8 The student will expand vocabulary.</p> <ul style="list-style-type: none"> a) Discuss meaning of words. <ul style="list-style-type: none"> • Sort common objects or pictures of objects into categories (e.g., shapes, foods) b) Develop oral vocabulary by listening to a variety of texts read aloud. <ul style="list-style-type: none"> • Use number words. • Use words to name people, places, and things. • Use words to describe people, places, and things. • Use words to name locations. • Use words to name size, color, and shape. • Use words to describe color and shape. • Use words to name actions. • Use words to describe actions. • Use vocabulary from and content areas. • Use vocabulary from the story when discussing it. • Begin to explain how objects are alike and different. 	<p style="text-align: center;">PHONEMIC PRINCIPLES</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>PHONEMES: SPEECH SOUNDS</p> <ul style="list-style-type: none"> b) Identify and produce words that rhyme. <ul style="list-style-type: none"> • Identify rhyming pairs with pictures & orally: <ul style="list-style-type: none"> • -ell, -oat, -ox, -ug, -an; • -ip, -at, -ig; • -oat, -ug, -ock, -ap, --og, -ap, -at; • -at, -ed, -og, -ut e) Identify words by shared beginning sound. <ul style="list-style-type: none"> • Pair picture cards that represent words with same beginning sound. • Identify words orally spoken that begin with the same target sound. • Identify if a pair of spoken words begins with the same sounds. d) Segment one-syllable words into speech sound units: isolate beginning sounds. e) Identify words by shared beginning sounds <ul style="list-style-type: none"> • Pairing pictures with same beginning sound. • Identifying words that begin with the same target sound. • Pairing word with the same beginning sound. • Sort pictures of objects whose names share the same beginning sound. <p style="text-align: center;">PHONETIC PRINCIPLES</p> <p>K.7 The student will develop understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a) Identify and name the uppercase and lower case letters of the alphabet. <ul style="list-style-type: none"> • Match upper and lower case letter pairs: Aa-Ee; Aa-Pp, Aa-Zz. • Preview ABCs: Match consonant sounds to appropriate letter: Aa, Bb, Cc, Dd, Ee; Ff, Gg, Hh, Ii, Jj; Kk, Ll, Mm, Nn, Oo; Pp, Qq, Rr, Ss, Tt; Uu Vv, Ww, Xx, Yy, Zz. • Match consonant sounds to print: beginning Ss, Mm, Rr • Begin to use decoding strategy. 	<p style="text-align: center;">FICTION</p> <p>K.9 The student will demonstrate comprehension of fiction. Listen to and "read" Big Books and Picture Books, including fairy tales and fables and stories and concept books with repeated language.</p> <ul style="list-style-type: none"> • Learn story language: <i>title, beginning/end</i> b) Relate previous experiences to what is read. <ul style="list-style-type: none"> • While listening to an adult read a story, make connections to what is happening. • Distinguish silly story (fantasy) from one that could really happen (realistic): e.g., animals talking. c) Use pictures to make predictions. <ul style="list-style-type: none"> • Talk about what is happening in pictures, paying attention to details. • Think about title; predict what the story will be about. • Think about what know so far; what the author has said in the story. • Predict what will happen next. • Explain predictions for fiction. • Try to figure out things that the author does not say directly. f) Retell familiar stories. <ul style="list-style-type: none"> • Use pictures to retell story. • Give personal response, e.g., identify favorite part of story, make personal connections. • Use pictures and what is heard to answer literal (Right There) questions: answer "who?" and "what?". • Identify how stories are the same and different. • Begin to "explain why" using details from the selection. • Begin to summarize. <ul style="list-style-type: none"> • Begin to remember events when listening to a story. • Sequence events. • Tell in own words the important things that happen. • Participant in the writing of a shared summary. <p style="text-align: center;">NONFICTION</p> <p>K.10 The student will demonstrate comprehension of nonfiction: Listen to and "read" Big Books and Picture Books</p> <ul style="list-style-type: none"> a) Use pictures to make predictions. <ul style="list-style-type: none"> • Talk about what is happening in pictures, paying attention to details. • Think about title; make predictions about what will be learned. • Predict the topic of the book; explain clues used to make prediction. • Think about what know so far. • Tell what you think the book will talk about next. • Try to figure out things that the author does not say directly. • Give personal response, e.g., identify favorite part /what was interesting. • Use pictures and what heard to answer literal (Right There) questions. • Begin to summarize: use title & remember information while listening.

WRITING and REFERENCE TOOLS

WRITING ABOUT READING

K.12 The student will write to communicate ideas for a variety of purposes: Drawings and Labels

- Use drawing to represent characters and/or actions from a story.
- Label drawings (dictated, temporary spelling, or letter-like forms)

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

COMPOSING & WRITTEN EXPRESSION

K.12 The student will write [with teacher] to communicate ideas for a variety of purposes: List, Description, Narrative Sequence of Events, Pattern Text (Innovations), Chart/Table, Informational Text

PREWRITING

- Use mentor texts.
- Talk with a peer.
- Visualize based on a sentence starter/prompt given by the teacher
- Draw a picture of what was visualized.
- Tell a story orally.

Language Experience Writing

- A shared experience is discussed.
- Teacher scribes exact student language on chart paper.
- The text is constructed while students watch.
- The teacher reads the account to the students.
- With the teacher’s guidance, students learn to recognize what they wrote.
- The account serves as a resource.

Shared Writing

- Teacher and students compose text together.
- Both contribute thoughts and ideas to the process.
- Teacher acts as scribe writing text in front of students as it is composed.
- May use the pattern of a familiar text (innovation).

Interactive Writing

- Students participate in the composition and construction of a text by sharing the pen, physically and figuratively, with the teacher.
- The composition is read and reread by the group to make the reading and writing connection.
- The text is revisited to support word learning.

K.12 The student will write to communicate ideas for a variety of purposes: Drawings, Labels, Statements, Concept, e.g., color, shape, animal (See K Prompt Rubric)

Independent Writing

- Draw, Draw and Label
- Write ideas in temporary spelling.
- Teacher may record in standard print.

HANDWRITING

K.11 The student will print in manuscript.

- Begin to form letters accurately.
- Begin to use manuscript number formation.
- b) Print first name.

MECHANICS AND USAGE

- Apply knowledge of word order in sentences.
- Begin to use period.
- Use classroom resources to spell words, e.g., word wall.
- Explore the alphabetic principles (sound/letter relationships) to spell unfamiliar words.

K.12 The student will write to communicate ideas for a variety of purposes.

PRINT CONVENTIONS

- d) Begin to write left to right and top to bottom.
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
- Leave space between words.

LANGUAGE ARTS VOCABULARY

- Develop Language Arts academic language. Concept of print: sentence (telling sentence and question), period, question mark Grammar: noun (person, place, or thing); one (concept of singular), more than one -s (concept of plural)
- Reference resource: glossary in nonfiction

WORD PROCESSING

K.13 The student will use available technology for writing. See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING

ORAL EXPRESSION

K.1 The student demonstrate growth in the use of oral language.

- a) Listen to stories, including traditional tales (fairy tales and fables) and stories with repeated language.
- a) Listen to nursery rhymes.
- b) Participate in choral and echo speaking.
 - Rhyming Poems
 - Nursery Rhymes
 - Stories with repeated patterns and refrains
- b) Sing along and move with songs.
 - Participate in telling the story of a wordless picture book.
- c) Participate in oral generation of a group language experience narrative.
 - Generate ideas to develop the language experience narrative.
 - Dictate sentences about a group experience.

ORAL INTERACTIONS WITH OTHERS

K.3 The student will build oral communication skills.

- b) Begin to initiate conversation with peers and adults.
 - Speak clearly and listen to one another.
 - Listen and speak about what was read and/or a topic of interest; contribute to discussions.
 - Contribute to discussions about routines and behaviors.
 - Participant in Class Meeting discussions.
 - Learn “Turn to Your Partner” routine.
 - Learn “Think, Pair, Share” routine.
- f) Begin to use appropriate voice level for the situation.
- g) Follow simple one-step oral directions.

LISTENING AND SPEAKING

K.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to name people, places, and things.
- c) Use words to describe people, places, and things.
- d) Use words to name locations.
- d) Use words to name size, color, and shape.
 - Use words to describe color and shape.
- e) Use words to name actions.
- e) Use words to describe actions.
- g) Use vocabulary from other content areas.
 - Use vocabulary from the story when discussing it.
 - Begin to explain how objects are alike and different.

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<p>CONCEPTS OF PRINT</p> <p>K.5 The student will understand how print is organized and read.</p> <p>b) Distinguish title page from other pages</p> <p>e) Match voice with print: concept of word as demonstrated by having students “finger-point read” memorized text.</p> <ul style="list-style-type: none"> Follows print with return sweep. Capital at beginning of sentence and end punctuation. Locate lines of text (sentences), words, letters, spaces and punctuation (period, question mark). <p>PRINT CONVEYS MEANING</p> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <p>b) Explain that printed materials provide information.</p> <p>a) Recognize and identify common labels and signs.</p> <p>c) Read and explain own writing and drawings. (writing may include scribbles, letter approximations, letter strings, and invented spelling).</p> <p>d) Read his/her first and last name.</p> <p>d) Recognize some high-frequency and sight words. (<i>e.g., my, like, a, to, and, go</i>)</p> <p>d) Read meaningful, concrete words.</p> <ul style="list-style-type: none"> Locate common words in familiar text. Match spoken word to print in familiar text. <p>VOCABULARY</p> <p>K.8 The student will expand vocabulary.</p> <p>a) Discuss meaning of words.</p> <p>b) Develop oral vocabulary by listening to a variety of texts read aloud. Categorize and classify words.</p> <ul style="list-style-type: none"> Use words to name and describe <ul style="list-style-type: none"> people, places, and things size, color, shape locations and actions Use words from content area. Use words from a story Explain how objects are alike and different. 	<p>PHONEMIC PRINCIPLES</p> <p>PHONEME MANIPULATION: ORAL</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>PHONEMES: SPEECH SOUNDS</p> <p>b) Identify orally words that rhyme.</p> <p>a) Discriminate between spoken sentences and words.</p> <ul style="list-style-type: none"> Orally segment spoken sentences into words. <p>e) Identify words orally according to shared beginning sounds.</p> <p>d) Orally blend and segment onset and rime (see list on <i>Phonics Decoding Table</i>): initial consonant sounds: /t/, /b/, /n/; /h/, /v/, /c/; /p/, /g/, /f/.</p> <p>d) Segment one-syllable words into speech sounds.</p> <ul style="list-style-type: none"> Isolate initial consonants in single-syllable words. <p>d) Blend short a words.</p> <p>PHONETIC PRINCIPLES: READING</p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name uppercase letters of the alphabet.</p> <ul style="list-style-type: none"> Rapidly recognize and name upper and lower case letters. <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <ul style="list-style-type: none"> Produce most common consonant sound for upper and lower case letters. Write letter that corresponds to sound. <p>d) Identify beginning consonant sounds in single-syllable words.</p> <p>d) Review familiar consonants: <i>b, m, n, r, s, t</i>; Focus Consonants: <i>h, v, c; p, g, f</i></p> <p>d) Vowel focus: short <i>a</i> words</p> <p>READING FLUENCY</p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> Read familiar texts along with others. Echo "reads" with fluency and expression. 	<p>FICTION</p> <p>K.9 The student will demonstrate comprehension of fiction. Listen to and “read” Big Books and Picture Books, including fairy tales and stories and concept books with repeated language.</p> <p>b) Relate previous experience to what is read.</p> <ul style="list-style-type: none"> Use own experiences to understand and discuss text. Learn story language: <i>title, beginning/middle/end</i> <p>c) Use pictures to make and revise predictions.</p> <ul style="list-style-type: none"> Use details from illustrations to support points made in discussion. Think about title; predict what the story will be about. Make ongoing predictions based on illustrations and text Think about what know so far; what the author has said in the story. Predict what will happen next. Use details from illustrations to explain predictions for fiction. Try to figure out things that the author does not say directly. <p>d) Ask and answer questions about what is read.</p> <ul style="list-style-type: none"> Answer who, what, when, where, why, and how questions. Explain how characters are alike and different <p>f) Retell familiar stories using pictures.</p> <p>f) Develop concept of story structure: beginning, middle, end</p> <p>g) Discuss characters, events, and setting.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Story Map (beginning, middle, end) and Bubble Map to describe person, place or thing. <p>NONFICTION</p> <p>K.10 The student will demonstrate comprehension of nonfiction: Listen to and “read” Big Books and Picture Books</p> <p>a) Use pictures, graphics, and text to make and revise predictions.</p> <ul style="list-style-type: none"> Talk about what is happening in pictures, paying attention to details. Think about title; make predictions about what will be learned. Predict the topic of the book; explain clues used to make prediction. Think about what you know so far. Tell what you think the book will talk about next. Try to figure out things that the author does not say directly. Give personal response, e.g., identify favorite part /what was interesting. Use pictures and what heard to ask and answer questions about nonfiction content: Who, What, Where, When, Why, How Discuss simple facts and information. Summarize: use title & remember information while listening. <p>b) Identify text features specific to the topic, such as titles, headings, pictures.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Categorization/Classification Chart. Understand texts based on established sequences such as numbers, days of the week, months, seasons or other concepts.

WRITING and REFERENCE TOOLS

COMPOSING & WRITTEN EXPRESSION

K.12 The student will write [with teacher] to communicate ideas for a variety of purposes: List, Description, Narrative Sequence of Events, Pattern Text (Innovations), Chart/Table, Informational Text, Letter

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting Time.

PREWRITING

- Use mentor texts.
- Talk with a peer.
- Visualize based on a sentence starter/prompt given by the teacher
- Draw a picture of what was visualized.
- Tell a story orally.

Language Experience Writing

- A shared experience is discussed.
- Teacher scribes exact student language on chart paper.
- The text is constructed while students watch.
- The teacher reads the account to the students.
- With the teacher’s guidance, students learn to recognize what they wrote.
- The account serves as a resource.

Shared Writing

- Teacher and students compose text together.
- Both contribute thoughts and ideas to the process.
- Teacher acts as scribe writing text in front of students as it is composed.
- May use the pattern of a familiar text (innovation).
- May construct sentences with word and picture cards.

Interactive Writing

- Students participate in the composition and construction of a text by sharing the pen, physically and figuratively, with the teacher.
- The composition is read and reread by the group to make the reading and writing connection.
- The text is revisited to support word learning.

K.12 The student will write to communicate ideas for a variety of purposes: Drawings, Labels, Statements, Concept, e.g., color, shape, animal
Independent Writing

WRITING ABOUT READING

- Use drawing to represent characters and/or actions from a story.
- Use drawing to represent information from nonfiction text.
- Label drawings (dictated, temporary spelling, or letter-like forms)

WRITING ABOUT OWN EXPERIENCES OR FOR OWN PURPOSES

- Write to describe and explain drawing.
- Write and draw to narrate an event.
- Make lists, label drawings and create messages.

HANDWRITING

K.11 The student will print in manuscript.

- b)** Print first and last name.
 - Use appropriate pencil grip.
 - Use appropriate letter formation for upper and lower-case letters and numbers.

MECHANICS AND USAGE

- Apply knowledge of word order in sentences.
- Begin to use period.
- Use classroom resources to spell words, e.g., word wall.
- Explore the alphabetic principles (sound/letter relationships) to spell unfamiliar words.

K.12 The student will write to communicate ideas for a variety of purposes.

PRINT CONVENTIONS

- d)** Begin to write left to right and top to bottom.
- c)** Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
 - Leave space between words.

WORD PROCESSING

K.13 The student will use available technology for writing.

See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING

ORAL EXPRESSION

K.1 The student will demonstrate growth in the use of oral language.

- a)** Listen to stories, poems, nursery rhymes, and informational texts.
- b)** Recite familiar rhymes and sing familiar songs.
- b)** Participate in choral and echo speaking.
- e)** Use complete sentences that include subject, verb, and object.
- c)** Participate in oral generation of a group language experience narrative.
 - Generate ideas to develop the language experience narrative.
 - Dictate sentences about a group experience.
- d)** Participate in creative dramatics.

ORAL INTERACTIONS WITH OTHERS

K.3 The student will build oral communication skills.

- b)** Carry on conversations with peers and adults.
 - Speak clearly and listen on one another.
 - Listen and speak about what was read and/or a topic of interest; contribute to discussions.
 - Contribute to discussions about routines and behaviors.
 - Participant in Class Meeting discussions.
 - Learn “Turn to Your Partner” routine.
 - Learn “Think, Pair, Share” routine.
- a)** Express ideas in complete sentences and express needs through direct requests
- b)** Initiate conversation with peers and adults.
- f)** Use appropriate voice level for the situation.
- g)** Follow simple two-step oral directions.

LISTENING AND SPEAKING

K.2 The student will expand understanding and use of word meanings.

- a)** Increase listening and speaking vocabularies. Categorize and classify words.
 - Use vocabulary to name and describe
 - people, places, and things
 - size, color, shape
 - locations and actions
 - Use vocabulary from content area.
 - Use vocabulary from a story
 - Explain how objects are alike and different.
- g)** Develop language arts academic vocabulary.
 - Story language: title, beginning, middle, end.
 - Concept of print: sentence (telling and question), word, period, question mark
 - Grammar: noun (person, place or thing); one (concept of singular) more than one (concept of plural)
 - Genre: fiction tells a story; nonfiction provides factual information.
 - Question words: who, what, where, when, why, how.

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<p>CONCEPTS OF PRINT</p> <p>K.5 The student will understand how print is organized and read.</p> <p>c) Notice how layout of pictures and print affects the way the text is read -- bold print, large font, quotation marks.</p> <p>c) Match voice with print: concept of word as demonstrated by having students "finger-point read" memorized text.</p> <ul style="list-style-type: none"> Follows print with return sweep. Understand beginning and end of sentence. Locate lines of text (sentences), words, letters, spaces and punctuation (period, question mark). Discuss how to read a text. <p>K.9 a) Identify what authors and illustrators do.</p> <p>PRINT CONVEYS MEANING</p> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <p>a) Recognize and identify common labels/signs.</p> <p>c) Read and explain own writing and drawings. (writing may include scribbles, letter approximations, letter strings, and invented spelling).</p> <p>d) Read his/her first and last name.</p> <p>d) Recognize some high-frequency and sight words. (<i>e.g., is, here, for, have, said, the</i>)</p> <p>d) Read meaningful, concrete words. Locate words in text. Match spoken word to print.</p> <p>VOCABULARY</p> <p>K.8 The student will expand vocabulary.</p> <p>a) Notice how the author has used language or words to make the text interesting or funny.</p> <p>a) Acquire understanding of new words from context.</p> <p>b) Develop oral vocabulary by listening to a variety of texts read aloud. Categorize and classify words.</p> <ul style="list-style-type: none"> Use words to name and describe. Use words from content area. Use words from a story. Explain how objects are alike/different. 	<p>PHONEMIC PRINCIPLES: Oral Speech Sounds</p> <p>PHONEME MANIPULATION</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>b) Identify orally words that rhyme.</p> <p>a) Discriminate between spoken sentences and words.</p> <ul style="list-style-type: none"> Orally segment spoken sentences into words. <p>e) Identify words orally according to shared beginning sounds.</p> <p>d) Orally blend and segment onset and rime (see list on <i>Phonics Decoding Table</i>): initial consonant sounds /l/, /k/, /kw/; /d/ /z/; /t/, /k/, /n/</p> <p>d) Segment one-syllable words into speech sounds.</p> <ul style="list-style-type: none"> Isolate initial consonants in single-syllable words. <p>d) Blend short <i>a, i,</i> and <i>o</i> words.</p> <p>PHONETIC PRINCIPLES: READING</p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name uppercase letters of the alphabet.</p> <ul style="list-style-type: none"> Rapidly recognize and name upper and lower case letters. <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <ul style="list-style-type: none"> Produce most common consonant sound for upper and lower case letters. Write letter that corresponds to sound. <p>d) Identify beginning consonant sounds in single-syllable words.</p> <p>d) Review familiar consonants: <i>h, v, c; p, g, f; b, m, n, r, s, t</i></p> <p>Focus Initial Consonants: <i>l, k, q; d, z; t, k, n, f, h</i></p> <p>Focus Final Consonants: <i>x</i></p> <p>d) Vowel focus: short <i>a, i,</i> and <i>o</i> words</p> <ul style="list-style-type: none"> Monitor meaning and reread to clarify understanding. <p>READING FLUENCY</p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> Read along with others on familiar texts. Mimic teacher's expression. 	<p>RECOGNIZE WHEN TEXTS ARE REALISTIC, FANTASY, OR INFORMATIONAL. FICTION</p> <p>K.9 The student will demonstrate comprehension of fiction. Listen to and "read" Big Books and Picture Books, including fairy tales and realistic stories and concept books.</p> <p>c) Relate previous experience and background knowledge to what is read.</p> <ul style="list-style-type: none"> Use own experiences and knowledge to understand and discuss text. Learn story language: <i>title; beginning/middle/end; character, fantasy, fiction vs. nonfiction.</i> <p>c) Use pictures to make and revise predictions.</p> <ul style="list-style-type: none"> Use details from illustrations to support points made in discussion. Make ongoing plot predictions based on illustrations and text. Think about what know so far; what the author has said in the story. Try to figure out things that the author does not say directly. Compare different versions of the same story, rhyme, or traditional tale <p>d) Ask and answer questions about what is read.</p> <ul style="list-style-type: none"> Answer who, what, when, where, why, and how questions. Explain how characters are alike and different; evaluate what a character learned, share opinions about the illustrations <p>f) Sequence events and retell familiar stories, clarifying cause and effect</p> <p>f) Develop concept of story structure: beginning, middle, end</p> <p>g) Discuss characters, events, and setting.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Story Map (beginning, middle, end) and Bubble Map important details to describe person, place or thing. <p>NONFICTION</p> <p>K.10 The student will demonstrate comprehension of nonfiction: Listen to and "read" Big Books and Picture Books</p> <p>a) Use pictures, graphics, and text to make and revise predictions about content.</p> <ul style="list-style-type: none"> Talk about what is happening in pictures, paying attention to details. Use title and headings to make predictions about what will be learned. Predict the topic of the book; explain clues used to make prediction. Use background knowledge and think about what know so far. Tell what you think the book will talk about next. Try to figure out things that the author does not say directly. <ul style="list-style-type: none"> Give personal response, e.g., identify favorite part /what was interesting. Use pictures and what heard to ask and answer questions about nonfiction content: Who, What, Where, When, Why, How Discuss simple facts and information in nonfiction. Note important details and summarize using pictures and memory. <p>b) Identify text features specific to the topic, e.g., titles, headings, pictures.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Categorization/Classification Chart Understand texts based on established sequences such as numbers, days of the week, months, seasons or other content concepts.

WRITING and REFERENCE TOOLS

SPEAKING & LISTENING

COMPOSING & WRITTEN EXPRESSION

K.12 The student will write [with teacher] to communicate ideas for a variety of purposes: List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report, Letter

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
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PREWRITING

- Use mentor texts.
- Talk with a peer.
- Visualize based on a sentence starter/prompt given by the teacher
- Draw a picture of what was visualized.
- Tell a story orally.

Language Experience Writing

- A shared experience is discussed.
- Teacher scribes exact student language on chart paper.
- The text is constructed while students watch.
- The teacher reads the account to the students.
- With the teacher’s guidance, students learn to recognize what they wrote.
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Shared Writing

- Teacher and students compose text together.
- Both contribute thoughts and ideas to the process.
- Teacher acts as scribe writing text in front of students as it is composed.
- May use the pattern of a familiar text (innovation).
- May construct sentences with word and picture cards.

Interactive Writing

- Students participate in the composition and construction of a text by sharing the pen, physically and figuratively, with the teacher.
- The composition is read and reread by the group to make the reading and writing connection.
- The text is revisited to support word learning.

K.12 The student will write to communicate ideas for a variety of purposes: Drawings, Labels, Statements, Concept, e.g., color, shape, animal (See K Prompt Rubric)

Independent Writing

WRITING ABOUT READING

- Use drawing to represent characters and/or actions from a story.
- Use drawing to represent information from nonfiction text.
- Write about drawings (temporary spelling)

WRITING ABOUT OWN EXPERIENCES OR FOR OWN PURPOSES

- Write to describe and explain drawing.
- Write and draw to narrate an event.
- Make lists, label drawings, and create messages.

HANDWRITING

K.11 The student will print in manuscript.

- b) Print first and last name.
 - Use appropriate pencil grip.
 - Use appropriate letter formation for upper and lower-case letters and numbers.

MECHANICS AND USAGE

- Apply knowledge of word order in sentences.
- Use period and question mark.
- Use classroom resources to spell words, e.g., word wall.
- Use temporary spelling of unfamiliar words.

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PRINT CONVENTIONS

- d) Write left to right and top to bottom.
- c) Work at developmental spelling level based on Words Their Way or Word Journeys.
 - Leave space between words.

WORD PROCESSING

K.13 The student will use available technology for writing.

See [Word Processing Skills Scope and Sequence](#).

ORAL EXPRESSION

K.1 The student will demonstrate growth in the use of oral language.

- a) Listen to stories, poems, and nonfiction.
- b) Recite familiar rhymes and poems and sing familiar songs with repeated word pattern.
- b) Participate in choral and echo speaking.
- e) Use complete sentences that include subject, verb, and object.
- c) Participate in oral generation of a group language experience narrative.
 - Generate ideas to develop the language experience narrative.
 - Dictate sentences about a group experience.

ORAL INTERACTIONS WITH OTHERS

K.3 The student will build oral communication skills.

- b) Carry on conversations with peers and adults.
 - Speak clearly and listen on one another.
 - Listen and speak about what was read and/or a topic of interest; contribute to discussions.
 - Contribute to discussions about various content topics.
 - Follow turn taking conventions and stays on topic.
 - Learn “Turn to Your Partner” routine.
 - Learn “Think, Pair, Share” routine.
- a) Express ideas in complete sentences and express needs through direct requests
- b) Initiate conversation with peers and adults.
- f) Use appropriate voice level, phrasing and intonation for the situation.
- g) Follow simple two-step oral directions.

LISTENING AND SPEAKING

K.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies. Categorize/classify words.
 - Use vocabulary to name and describe
 - people, places, and things
 - size, color, shape
 - locations and actions
 - Use vocabulary from content area.
 - Use vocabulary from a story.
 - Explain how objects are alike and different.
- g) Develop language arts academic vocabulary.
 - Story language: title, beginning, middle, end
 - Concept of print: sentence (telling and question), word, period, question mark, speech marks/quotation marks
 - Grammar: noun (person, place or thing); one (concept of singular) more than one (concept of plural)
 - Genre: fiction tells a story; nonfiction provides factual information
 - Question words: who, what, where, when, why, how

CONCEPT OF PRINT & VOCABULARY	PHONEMIC AWARENESS & PHONETIC PRINCIPLES	READING COMPREHENSION
<p>CONCEPTS OF PRINT</p> <p>K.5 The student will understand how print is organized and read.</p> <p>c) Notice how layout of pictures and print affects the way the text is read -- bold print, large font, quotation marks.</p> <ul style="list-style-type: none"> Match voice with print. Follows print with return sweep. Understand beginning and end of sentence. Locate lines of text (sentences), words, letters, spaces and punctuation (period, question mark). Discuss how to read a text. <p>K.9 a) Identify what authors and illustrators do.</p> <p>PRINT CONVEYS MEANING</p> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <p>c) Read and explain own writing and drawings. (writing may use temporary spelling).</p> <p>d) Read his/her first and last name.</p> <p>d) Recognize some high-frequency and sight words. (<i>e.g., play, she, are, he</i>)</p> <p>d) Read meaningful, concrete words.</p> <ul style="list-style-type: none"> Locate words in text. Match spoken word to print. <p>VOCABULARY</p> <p>K.8 The student will expand vocabulary.</p> <p>a) Notice how the author has used language or words to make the text interesting or funny.</p> <p>a) Acquire understanding of new words from context.</p> <p>b) Develop oral vocabulary -- Use words to name and describe</p> <ul style="list-style-type: none"> Use words from content area. Use words from a story. Feelings, Seasons, Places, Objects, Classroom Items, Animals, Actions. Develop Oral Language Arts Academic Vocabulary Genre: fiction, story (beginning, middle, end), character; nonfiction, information, glossary Concept of Print: sentence, period, question mark; speech/quotation marks Grammar: naming word/noun; singular/plural 	<p>PHONEMIC PRINCIPLES: Oral Speech Sounds</p> <p>PHONEME MANIPULATION</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>b) Identify orally words that rhyme.</p> <p>a) Discriminate between spoken sentences, words, and syllables.</p> <ul style="list-style-type: none"> Orally segment spoken sentences into words. Orally segment spoken words into syllables. <p>d) Orally blend and segment onset and rime (see list on <i>Phonics Decoding Table</i>): Focus: initial consonant sounds <i>w, y; j, d, n, w</i></p> <p>d) Orally segment, delete, and substitute beginning or final consonant phoneme in single-syllable words with short or long vowels.</p> <p>d) Blend short <i>e, o; u, e; and a, i, and o</i> words.</p> <p>PHONETIC PRINCIPLES: READING</p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <p>a) Identify and name uppercase letters of the alphabet.</p> <ul style="list-style-type: none"> Rapidly recognize and name upper and lower case letters. <p>b) Match consonant and short vowel sounds to appropriate letters.</p> <ul style="list-style-type: none"> Produce most common consonant sound for upper and lower case letters. Write letter that corresponds to sound. <p>d) Identify beginning consonant sounds in single-syllable words.</p> <p>d) Review familiar consonants: <i>l, k, q; d, z; t, k, n, f; h, v, c; p, g, f; b, m, n, r, s, t.</i> Focus Initial Consonants: <i>w, y; j, d, n, w</i> Focus Final Consonants: <i>x</i></p> <p>d) Vowel focus: short <i>e, o; u, e;</i> review <i>a, i, and o</i> Monitor meaning, slow down to problem solve words, and reread to clarify understanding.</p> <ul style="list-style-type: none"> Use decoding strategy. <p>READING FLUENCY</p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> Point and read at a steady rate. Use ending punctuation and reflect it in voice. Use knowledge of letters and sounds, pictures, and language pattern to read text. 	<p>RECOGNIZE WHEN TEXTS ARE REALISTIC, FANTASY, OR INFORMATIONAL.</p> <p>FICTION</p> <p>K.9 The student will demonstrate comprehension of fiction. Listen to and "read" Big Books and Picture Books, including fairy tales and realistic stories and concept books.</p> <p>b) Relate previous experience and background knowledge to what is read.</p> <ul style="list-style-type: none"> Use own experiences and knowledge to understand and discuss text. <p>e) Learn story language: <i>title; beginning/middle/end; character, setting, plot (problem & events); real vs. fantasy (imaginary).</i></p> <p>c) Use pictures to make and revise predictions.</p> <ul style="list-style-type: none"> Use details from illustrations to support points made in discussion. Make ongoing plot predictions based on illustrations and text. Think about what you know so far; what the author has said in the story. Try to figure out things that the author does not say directly. Compare different versions of the same story, rhyme, or traditional tale. <p>d) Ask and answer questions about what is read.</p> <ul style="list-style-type: none"> Answer who, what, when, where, why, and how questions. Explain how characters are alike and different; evaluate what a character learned, share opinions about the illustrations. <p>f) Sequence events and retell familiar stories, clarifying cause and effect</p> <p>f) Develop concept of story structure: beginning, middle, end</p> <p>g) Discuss characters, events, and setting.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Story Map (beginning, middle, end) and Bubble Map important details to describe person, place or thing. <p>NONFICTION</p> <p>K.10 The student will demonstrate comprehension of nonfiction: Listen to and "read" Big Books and Picture Books</p> <p>a) Use pictures, graphics, and text to make and revise predictions about content.</p> <ul style="list-style-type: none"> Talk about what is happening in pictures, paying attention to details. Use title and headings to make predictions about what will be learned. Predict the topic of the book; explain clues used to make prediction. Use background knowledge and think about what know so far. Tell what you think the book will talk about next. Try to figure out things that the author does not say directly. Give personal response, e.g., identify favorite part/what was interesting. Use pictures and what heard to ask and answer questions about nonfiction content: Who, What, Where, When, Why, How. Discuss simple facts and information in nonfiction. Note important details and summarize using pictures and memory. <p>b) Identify text features specific to the topic, e.g., titles, headings, pictures.</p> <ul style="list-style-type: none"> Contribute to class graphic organizers: Categorization/Classification Chart Understand texts based on established sequences such as numbers, days of the week, months, seasons or other content concepts.

WRITING and REFERENCE TOOLS

SPEAKING & LISTENING

COMPOSING & WRITTEN EXPRESSION

K.12 The student will write [with teacher] to communicate ideas for a variety of purposes: List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report, Letter

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting Time.

PREWRITING

- Use mentor texts.
- Talk with a peer.
- Visualize based on a sentence starter/prompt given by the teacher.
- Draw a picture of what was visualized.
- Tell a story orally.

Language Experience Writing

- A shared experience is discussed.
- Teacher scribes exact student language on chart paper.
- The text is constructed while students watch.
- The teacher reads the account to the students.
- With the teacher’s guidance, students learn to recognize what they wrote.
- The account serves as a resource.

Shared Writing

- Teacher and students compose text together.
- Both contribute thoughts and ideas to the process.
- Teacher acts as scribe writing text in front of students as it is composed.
- May use the pattern of a familiar text (innovation).
- May construct sentences with word and picture cards.

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