

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
LANGUAGE ARTS CURRICULUM**

**KINDERGARTEN**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.3 Learning to Read Independently</p>						
<p>A. Identify the purposes and types of text (e.g., literature, information) before reading.</p>	<ul style="list-style-type: none"> <li>• Identify the title of the book.</li> <li>• Identify the author and illustrator.</li> <li>• Identify the front of the book and beginning of the text.</li> <li>• Practice and use oral language.</li> <li>• Recognize realistic fiction, nonfiction, magazine article, poem, photo essay, folk tale, newspaper literary genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Anticipatory set</li> <li>• Picture read the story</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Assessments</li> <li>• Literary sources</li> <li>• Available media</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction.</li> <li>• Small group discussion.</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sound out the names of the author and the illustrator.</li> <li>• Sound of the text.</li> <li>• Read the text independently.</li> </ul>

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<p>B. Preview the text formats (e.g., title, headings, chapters and table of contents).</p>	<ul style="list-style-type: none"> <li>• Practice and use oral language.</li> <li>• Use correct book handling skills.</li> <li>• Identify and use concepts of print to simple text (e.g., title, author, book parts, and directionality of letters, words, and text).</li> <li>• Identify known letters and/or words to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Anticipatory set</li> <li>• Review of prior knowledge</li> <li>• Modeling</li> <li>• Track words from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Assessments</li> <li>• Literary sources</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Informal assessments</li> <li>• Checklists</li> <li>• Assess tracking</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction.</li> <li>• Small group discussion.</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Sound out the text.</li> <li>• Read the text independently.</li> <li>• Shared reading</li> </ul>

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<p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p>	<ul style="list-style-type: none"> <li>• To hear initial letter sounds in context.</li> <li>• To discriminate between specific initial sounds.</li> <li>• To hear medial short vowel sounds in context.</li> <li>• To associate medial vowel sounds/letters.</li> <li>• To form words with medial short vowel sounds.</li> <li>• To recognize letter names.</li> <li>• To associate spoken words/ written words.</li> <li>• To analyze letter forms</li> <li>• To recognize letters in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent practice</li> <li>• One-on-one instruction</li> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Visual discrimination games</li> <li>• Tactile</li> <li>• Kinesthetic activities</li> <li>• Auditory discrimination activities</li> <li>• Blending and segmenting words</li> <li>• Writing activities</li> <li>• Environmental print</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Informal assessments</li> <li>• Games</li> <li>• Worksheets</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group discussion</li> <li>• Peer tutoring</li> <li>• Working in pairs</li> <li>• Older student helpers</li> <li>• Parent reinforcement</li> <li>• More varied activities</li> <li>• Shorter activities</li> <li>• More multi-sensory activities</li> <li>• Apply knowledge to reading</li> <li>• Apply knowledge to writing</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Become peer tutor</li> <li>• Become small group leader</li> <li>• Apply knowledge to reading</li> <li>• Apply knowledge to writing</li> </ul>

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> <li>• To match capital and lower case letter forms</li> <li>• To associate initial sounds/letters.</li> <li>• To use capital and lower case letters in context.</li> <li>• To distinguish specific letter forms by sight.</li> <li>• To classify words by initial sound</li> <li>• To clap syllables of words</li> <li>• Recognize sounds in the final position.</li> </ul>					

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<p>1.1.3 Learning to Read Independently</p>						
<p>D. Read text using self-monitoring</p> <ul style="list-style-type: none"> <li>• Comprehension strategies (e.g., predict, revise predictions, re-read, use text organization including headings, graphics and charts, and adjust reading rate).</li> </ul>	<ul style="list-style-type: none"> <li>• To interpret pictures/symbols.</li> <li>• To relate pictures to text.</li> <li>• To develop fluency.</li> <li>• To assess and revise predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Choral reading</li> <li>• Echo reading</li> <li>• Modeling</li> <li>• Picture reading</li> <li>• Retelling stories using pictures</li> <li>• Illustrating written work</li> <li>• Labeling illustration</li> <li>• Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Trade books</li> <li>• Charts/posters</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Informal assessments</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group discussions</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Become small group leader</li> <li>• Become peer tutor</li> <li>• Draw a picture that illustrates the same theme</li> <li>• Illustrate a related personal experience</li> </ul>

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<p>1.1.3 Learning to Read Independently</p>						
<p>E. Acquire a basic sight vocabulary by identifying common words (e.g., environmental print, word families, and high-frequency words).</p>	<ul style="list-style-type: none"> <li>•To recognize sight words, environmental print and word families.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming pictures</li> <li>• Class discussion</li> <li>• Matching pictures</li> <li>• Paper work</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Informal assessment</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group discussion</li> <li>• Peer tutoring</li> <li>• Working in pairs</li> <li>• Parent reinforcement</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Become peer tutor</li> <li>• Become small group leader</li> <li>• Label pictures</li> </ul>

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<p>1.1.3 Learning to Read Independently</p>						
<p>F. Identify new vocabulary in context.</p>	<ul style="list-style-type: none"> <li>• To supply words to complete a sentence.</li> <li>• To recognize words in a song.</li> <li>• To discuss and relate new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching motions with words.</li> <li>• Singing with tapes/CDs/ computer.</li> <li>• Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Trade books</li> <li>• Charts/posters</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Follow-up questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Study carrel around listening center</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Be song leader</li> <li>• Make own motions</li> <li>• Make own sentence(s)</li> </ul>

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<p>1.1.3 Learning to Read Independently</p>						
<p>G. Demonstrate after reading understanding and interpretation of text.</p> <ul style="list-style-type: none"> <li>• Retell the story (e.g., oral, written or drawing).</li> <li>• Connect the new information or ideas in the text to real life events.</li> <li>• Answer text-based questions.</li> <li>• Support answers by revisiting the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast ideas.</li> <li>• Activate prior knowledge to understand new text.</li> <li>• Draw conclusions.</li> <li>• Retell stories.</li> <li>• Identify main idea of a story.</li> <li>• Identify steps in a process.</li> <li>• Transfer knowledge to a new text.</li> <li>• Summarize a story.</li> <li>• Identify problems and solutions.</li> <li>• Recognize the theme of a story.</li> <li>• To express ideas by dictating/writing.</li> <li>• Share prior knowledge.</li> <li>• Make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling stories using pictures</li> <li>• Writing/dictating</li> <li>• Drawing</li> <li>• Sequencing activities</li> <li>• Identifying the main idea</li> <li>• Illustrate a related personal experience</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Trade books</li> <li>• Charts/posters</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class discussions</li> <li>• Journals</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group discussion</li> <li>• Peer tutoring</li> <li>• Working in pairs</li> <li>• Older student helpers</li> <li>• Parent reinforcement</li> <li>• Dictation instead of writing</li> <li>• Reduce the number of sequence cards</li> <li>• Direct questions to arrive at main idea</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Become a small group leader.</li> <li>• Writing instead of dictating.</li> <li>• Illustrate and label the sequence instead of using picture cards.</li> <li>• Public speaking (retelling in front of peers).</li> <li>• Recognize point of view.</li> </ul>

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<p>1.1.3 Learning to Read Independently</p>						
<p>H. Demonstrate reading fluency (e.g., choral reading, chants, re-reading familiar text, and patterned sentences).</p>	<ul style="list-style-type: none"> <li>● Read familiar materials aloud with accuracy.</li> <li>● Self-correct mistakes.</li> <li>● Use appropriate rhythm, flow, meter and pronunciation.</li> <li>● Read a variety of genres and types of text.</li> </ul>	<ul style="list-style-type: none"> <li>● Choral reading</li> <li>● Chants</li> <li>● Re-reading familiar text and patterned sentences</li> <li>● Echo reading</li> </ul>	<ul style="list-style-type: none"> <li>● Literary sources</li> <li>● Assessments</li> <li>● Available media</li> <li>● Trade books</li> <li>● Charts/posters</li> <li>● Check lists</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class discussion</li> <li>● Journals</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to tapes</li> <li>● Peer tutoring</li> <li>● Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatic interpretation</li> <li>● Self-taping of stories</li> </ul>

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<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>A. Read and discuss informational texts.</p> <ul style="list-style-type: none"> <li>•Identify essential information.</li> <li>•Compare ideas from informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>•To make inferences.</li> <li>•To make predictions.</li> <li>•Draw conclusions.</li> <li>•Develop critical thinking skills.</li> <li>•Recognize cause and effect.</li> <li>•Identify problems and solutions.</li> <li>•Recognize informational texts.</li> <li>•To analyze cause/ effect.</li> <li>•To follow directions.</li> <li>•To distinguish real from make-believe.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Compare books</li> <li>• Make charts</li> <li>• Art projects</li> <li>• Experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Assessments</li> <li>• Available media</li> <li>• Trade books</li> <li>• Charts/posters</li> <li>• Check lists</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Projects</li> <li>• Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group</li> <li>• More repetition</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Group leader</li> <li>• Write/illustrate their predictions and inferences</li> <li>• Create real from make-believe/ make believe from real.</li> </ul>

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<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>B. Use a variety of media (e.g., computer, tape recorder, television, videos, filmstrips, films,DVDs,computer video) to gain information.</p>	<ul style="list-style-type: none"> <li>•Student will gain information through the use of variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening to tapes</li> <li>•Watching educational videos</li> <li>•Computer programs</li> </ul>	<ul style="list-style-type: none"> <li>•Tapes</li> <li>•Videos</li> <li>•Software</li> <li>•Trade books</li> </ul>	<ul style="list-style-type: none"> <li>• Computer assessments</li> <li>• Teacher observation</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> <li>• Small groups</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work at own pace</li> <li>Advanced on computers</li> </ul>

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<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>C. Verbalize various forms of genre (e.g., nursery rhymes, poems, and tales).</p>	<ul style="list-style-type: none"> <li>• Recite nursery rhymes, poems and tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Chants</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Tapes/CD</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Student lead nursery rhyme or poem</li> <li>• Model</li> </ul>

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**KINDERGARTEN**

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read a variety of literature.</p>	<ul style="list-style-type: none"> <li>• To enjoy authentic literature, realistic fiction, informational stories and folk tales.</li> <li>• Gain information from a photo.</li> <li>• Recognize humor.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Writing/dictating</li> <li>• Art project</li> <li>• Read aloud</li> <li>• Shared reading</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Books</li> <li>• Art supplies</li> <li>• Literary sources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the completed projects</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Direct questioning/ instruction</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast with other works.</li> <li>• Make original piece with a similar theme.</li> <li>• Illustrate the authentic literature.</li> </ul>

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Identify literary elements in stories describing characters, setting and plot.</p>	<ul style="list-style-type: none"> <li>●Identify story setting.</li> <li>●Sequence events in a story.</li> <li>●Evaluate a character by his actions and words.</li> <li>●Identify problem/ solution.</li> <li>●Identify beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussions</li> <li>● Listen to literary selections</li> <li>● Story map</li> </ul>	<ul style="list-style-type: none"> <li>● Literary sources</li> <li>● Books</li> <li>● Assessment</li> <li>● Story maps</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Illustrations</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Small group</li> <li>● Parent reinforcement</li> <li>● Point out picture clues</li> </ul>	<ul style="list-style-type: none"> <li>● Rewrite beginning, middle or ending</li> <li>● Write through another character’s point of view</li> </ul>

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Identify literary devices in stories (e.g., rhyme, rhythm, personification).</p>	<ul style="list-style-type: none"> <li>• To identify rhyming words.</li> <li>• To identify rhyming words and sound patterns in a poem.</li> <li>• Recognize the use of personification.</li> </ul>	<ul style="list-style-type: none"> <li>• Matching pictures</li> <li>• Word families</li> <li>• Rhyming wheels</li> <li>• Sentence completion</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Assessments</li> <li>• Rhyming pictures</li> <li>• Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Matching activities</li> <li>• Sentence completion</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small groups</li> <li>• Working pairs</li> <li>• More repetition</li> <li>• Nursery rhymes</li> <li>• Sentence completion</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate and label rhymes</li> <li>• Make a set of rhyming cards</li> </ul>

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>D. Identify and complete predictable language patterns</p>	<ul style="list-style-type: none"> <li>• To read orally predictable text</li> <li>• Complete a predictable language pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to big/ small books on tape/CDs</li> <li>• Anticipatory text</li> <li>• Choral reading</li> <li>• Reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern books</li> <li>• Nursery rhymes</li> <li>• Predictable text</li> <li>• Poems</li> <li>• Assessments</li> <li>• Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Assess sentence completion</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Practice rhyming words</li> <li>• Point out picture clues</li> </ul>	<ul style="list-style-type: none"> <li>• Write/solve own predictable text in pairs</li> <li>• Lead class with anticipated text</li> </ul>

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E. Identify drama	<ul style="list-style-type: none"> <li>• Recognize dialogue</li> <li>• Enact story</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Watch older students enact story</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Puppet shows</li> <li>• Literary sources</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Create puppet shows</li> </ul>

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to works of literature</p>	<ul style="list-style-type: none"> <li>•Listen to and discuss works of literature.</li> </ul>	<ul style="list-style-type: none"> <li>•Read realistic fiction</li> <li>•Dramatize a story</li> <li>•Role play</li> <li>•Participate in an action song</li> <li>•React to a poem</li> </ul>	<ul style="list-style-type: none"> <li>•Literary sources</li> <li>•Teacher resources</li> <li>•Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to stories on tape</li> <li>•Model</li> </ul>	<ul style="list-style-type: none"> <li>• Create story tapes for other students</li> </ul>

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<p>1.4.3 Types of Writing</p>						
<p>A. Use early forms of writing, dictation, or illustrations (e.g., story, personal experience, poem) to express personal ideas.</p>	<ul style="list-style-type: none"> <li>• To “read back” own writing.</li> <li>• To keep a writing journal.</li> <li>• To contribute to a group writing project.</li> <li>• To follow a writing model.</li> </ul>	<ul style="list-style-type: none"> <li>• Class book</li> <li>• Drawing</li> <li>• Labeling</li> <li>• “Reading back” own writing/ dictating</li> <li>• Whole group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Journals</li> <li>• Teacher resources</li> <li>• Assessments</li> <li>• Language experience paper</li> <li>• Blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of the illustration/ writing</li> <li>• Assessment of sounds</li> <li>• Teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Dictate story</li> <li>• Practice letter/ sound association</li> <li>• Writing centers/flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Make an additional class book page</li> <li>• Write their own word/sentence</li> <li>• Help another child with dictation/writing</li> </ul>

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<p>1.4.3 Types of Writing</p>						
<p>B. Use early form of writing, dictation, or illustrations (e.g., lists, letters, descriptions, definitions, collections of facts, simple instructions).</p>	<ul style="list-style-type: none"> <li>• To create labels</li> <li>• Create a chart</li> <li>• Design a poster</li> <li>• Create a menu</li> <li>• Record observations in a log.</li> <li>• Make lists</li> <li>• Write thank-you notes</li> </ul>	<ul style="list-style-type: none"> <li>• Write sounds in the order they are heard.</li> <li>• Practice forming appropriate letters.</li> <li>• Class book</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of the illustration/writing</li> <li>• Assessment of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Dictate story</li> <li>• Practice letter/sound association</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own word/sentences</li> <li>• Help another child with dictation/ writing</li> </ul>

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<p>1.4.3 Types of Writing</p>						
<p>C. Use early forms of writing, dictation, or illustrations to express a personal opinion.</p>	<ul style="list-style-type: none"> <li>• Respond to a story with personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use inventive spelling in response to story</li> <li>• Journal Writing</li> <li>• Read story aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of the illustration/writing</li> <li>• Assessment of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Dictate story</li> <li>• Practice letter/sound association</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own word/sentence</li> <li>• Help another child with dictation/ writing</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>A.Tell or write stories that focus on a topic</p>	<ul style="list-style-type: none"> <li>• Write to a prompt</li> <li>• Tell a story or write a sentence that focuses on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Journals</li> <li>• Story prompts</li> <li>• Class book</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of the illustration/writing</li> <li>• Assessment of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Dictate story</li> <li>• Practice letter/ sound association</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own word/sentence</li> <li>• Help another child with dictation/ writing</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>B. Use pre-writing strategies (e.g., selecting a topic, contribute ideas to brainstorming webbing) to tell or write related ideas on a single topic.</p>	<ul style="list-style-type: none"> <li>• Identify steps in a process</li> <li>• Compare/contrast ideas</li> <li>• Record observations in a log</li> <li>• Categorize information</li> <li>• Compose using writing process</li> <li>• Make a class book</li> </ul>	<ul style="list-style-type: none"> <li>• Use writing process</li> <li>• Story maps</li> <li>• Brainstorming</li> <li>• Webbing</li> <li>• Charts</li> <li>• Make a map</li> <li>• Compose a card</li> <li>• Design poster</li> <li>• Categorize information</li> <li>• Make a class book</li> <li>• Gather information</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Assessments</li> <li>• Art supplies</li> <li>• Poster board</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of steps in the writing process</li> <li>• Completed projects</li> <li>• Write own words / sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Small group projects</li> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Write and perform a skit</li> <li>• Help another child with dictation/ writing</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>C. Dictate or write a story that makes sense and flows sequentially.</p>	<ul style="list-style-type: none"> <li>• Identify steps in a process; include a recognizable beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Categorize information</li> <li>• Sequence information</li> <li>• Write an experience story</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Completed project</li> </ul>	<ul style="list-style-type: none"> <li>• More practice with beginning, middle, and end.</li> <li>• Sequence cards</li> </ul>	<ul style="list-style-type: none"> <li>• Add details to existing story.</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>D. Use description in early forms of writing, dictation or illustrations to express ideas.</p>	<ul style="list-style-type: none"> <li>• Write or illustrate sentences using descriptive words.</li> <li>• Write sentences or illustrate using action words.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm descriptive words</li> <li>• Webbing</li> <li>• Writing to a prompt using words from charts</li> <li>• Label pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Journals</li> <li>• Assessments</li> <li>• Literary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Completed project</li> </ul>	<ul style="list-style-type: none"> <li>• Read poems and stories with descriptive words</li> <li>• Guess and tell</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own couplet</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>E. Revise early forms of writing or illustration to order story elements or add detail.</p>	<ul style="list-style-type: none"> <li>• Create an illustration that directly relates to their descriptive writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate a picture with details</li> <li>• Make a draft</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Crayons/art supplies</li> <li>• Experience paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Completed project</li> <li>• Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Model</li> </ul>	<ul style="list-style-type: none"> <li>• Go back and add to own writing</li> <li>• Present project to class</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>F. Edit writing after proofreading.</p> <ul style="list-style-type: none"> <li>• Spell phonetically or based on rules.</li> <li>• Use upper/lower case conventions</li> <li>• Use end mark punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate capital letters.</li> <li>• Use correct end marks.</li> <li>• Use inventive spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Conferencing</li> <li>• Make a draft</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher resources</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Use samples of writing to check progression</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One-on-one</li> <li>• Model</li> </ul>	<ul style="list-style-type: none"> <li>• Spell basic words correctly</li> <li>• Have appropriate capital letters and end marks</li> </ul>

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<p>1.5.3 Quality of Writing</p>						
<p>G. Publish and/or share writing with a variety of audiences.</p>	<ul style="list-style-type: none"> <li>• Orally share written work with class and older students.</li> </ul>	<ul style="list-style-type: none"> <li>• Class book</li> <li>• Act out as a skit</li> </ul>	<ul style="list-style-type: none"> <li>• Props/scenery</li> <li>• Skit</li> <li>• Chart paper</li> <li>• Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Finished project</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Watch other students before presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Go to other (older) grades to present</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>A. Listen to others.</p> <ul style="list-style-type: none"> <li>•Formulate and verbalize questions.</li> <li>•Attend to a listening activity for a specific period of time.</li> <li>•Listen attentively and responsively.</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to stories and poems.</li> <li>•Share personal experiences.</li> <li>•Follow directions.</li> <li>•Use listening as a learning tool.</li> <li>•Communicate thoughts and feelings.</li> <li>•Share experiences.</li> <li>•Listen for information.</li> <li>•Share stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to class discussion through comments and questions.</li> <li>• Listen to stories and poems.</li> <li>• Follow 1, 2, 3 step directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Story tapes/CDs/computer</li> <li>• Poems</li> <li>• Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Assess the answers that are given</li> <li>• Assess listening skills</li> <li>• Assess ability to follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Direct questioning</li> <li>• Preferential seating</li> <li>• If applicable, use headsets and study carrels for listening</li> <li>• Direction games</li> </ul>	<ul style="list-style-type: none"> <li>• Pair with less successful student</li> <li>• Listen to additional story</li> <li>• Tape own story</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>•Relate it to personal experiences.</li> <li>•Predict what will happen next.</li> <li>•Retell a story in sequence.</li> <li>•Recognize characters.</li> <li>•Identify new words and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•To make prediction/ hypotheses.</li> <li>•To respond to literature.</li> <li>•Ask questions to gather information.</li> <li>•To listen to stories and poems.</li> <li>•Sequence events in a story.</li> <li>•To retell stories.</li> <li>•Relate a message.</li> <li>•Preview and predict events in a story.</li> <li>•Listen to appreciate and enjoy a story.</li> <li>•Communicate thoughts and feelings.</li> <li>•Share experiences.</li> <li>•Respond to a story.</li> <li>•Listen for information.</li> <li>•Make observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling stories using pictures</li> <li>• Writing/ dictating</li> <li>• Drawing</li> <li>• Sequencing activities</li> <li>• Identifying the main idea</li> <li>• Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Sequence cards</li> <li>• Story tapes</li> <li>• Literary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Picture sequencing to retell stories</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction of sequencing activities</li> <li>• Dictation instead of writing</li> <li>• Illustrating main idea</li> <li>• Sequence cards</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the small group instruction</li> <li>• Write words/ sentences instead of dictation</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>•Use appropriate volume.</li> <li>•Pronounce most words understandably.</li> <li>•Use appropriate pace.</li> <li>•Use expressions, gestures, and body language.</li> <li>•Use complete thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Tapes/recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observations</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one</li> <li>• Additional modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Make a tape of own voices</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>D. Contribute to discussions. •Ask questions to gain information. •Respond to questions asked. •Listen to the contributions of others. •Express personal needs, ideas, feelings, or points of view. •Display appropriate turn-taking behaviors.</p>	<ul style="list-style-type: none"> <li>• Ask questions.</li> <li>• Answer questions.</li> <li>• Use appropriate words to express needs.</li> <li>• Use appropriate listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Show and tell</li> <li>•Question and answer sessions</li> <li>•Class discussions</li> <li>•Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Ask higher-level thinking questions</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>E. Participate in small and large group presentations.</p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> <li>• Use oral language to work cooperatively with others.</li> <li>• Give simple presentations (e.g., Show and Tell).</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversation.</li> <li>• Express ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Show and tell</li> <li>• Field trip summary</li> </ul>	<ul style="list-style-type: none"> <li>• Photos from field trips</li> <li>• Student’s show and tell</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the size of the group for the discussion.</li> <li>• Illustrating instead of talking.</li> <li>• Flexible Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the classroom discussion</li> <li>• Stress the importance of listening to others</li> </ul>

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<p>1.6.3 Speaking and Listening</p>						
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Recognize and use different forms of media (e.g., television, compact discs, DVDs and Internet at home and school.)</li> <li>• Recognize advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and use different forms of media to gain information.</li> <li>• Recognize environmental print.</li> </ul>	<ul style="list-style-type: none"> <li>• Show videos</li> <li>• Use computers</li> <li>• Use cameras to take pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Computers</li> <li>• Cameras</li> <li>• Photos</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Take pictures and make a project</li> </ul>

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>A. Recognize that there are other languages.</p>	<ul style="list-style-type: none"> <li>• Listen to stories about other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories aloud to class</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words from other languages</li> <li>• Count to ten</li> <li>• Learn color words in other languages</li> </ul>

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>B. Identify dialogue in literature.</p>	<ul style="list-style-type: none"> <li>• Recognize conversations in stories.</li> <li>• Recognize quotation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of comic strips</li> <li>• Read stories to students</li> <li>• Act out stories with conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Literary sources</li> <li>• Teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Watch other students perform reader’s theater</li> <li>• Use speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Make own comic strip</li> </ul>

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<p>1.8.3 Research</p>						
<p>A. Select a topic for research.</p>	<ul style="list-style-type: none"> <li>• Research facts about a theme</li> <li>• Use non-fiction books and magazines as research sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Select literature on the topic</li> <li>• Use library</li> <li>• Discuss research topic</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Teacher resources</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster/mobile</li> <li>• Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Present project to class</li> </ul>

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<p>1.8.3 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> <li>• Identify various sources of information.</li> <li>• Select various sources.</li> <li>• Determine appropriate information source.</li> </ul>	<ul style="list-style-type: none"> <li>• Use books and magazines and Internet as research sources.</li> <li>• Explore information sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Select literature on the topic</li> <li>• Visit library</li> <li>• Use Internet with whole class to gain information</li> </ul>	<ul style="list-style-type: none"> <li>• Literary sources</li> <li>• Library</li> <li>• Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Oral review</li> </ul>	<ul style="list-style-type: none"> <li>• Parent reinforcement</li> <li>• One-on-one</li> <li>• Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutor</li> <li>• Give oral report</li> </ul>

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<p>1.8.3 Research</p>						
<p>C. Organize and present.</p> <ul style="list-style-type: none"> <li>• Draw and sequence pictures.</li> <li>• Summarize orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information</li> <li>• Contribute to graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Create a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Teacher resources</li> <li>• Literary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>• Label the organizer</li> <li>• Create own organizer</li> <li>• Present to peer group</li> </ul>