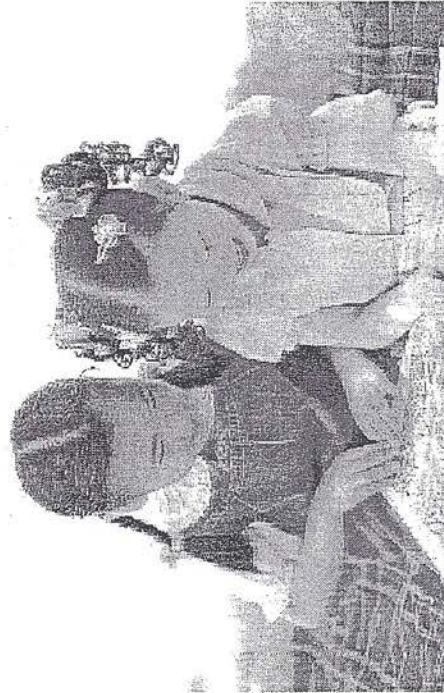


WORKING DRAFT

Reading, Writing, Speaking, and Listening



<u>Standard</u>	<u>Page</u>
1.1 Learning to Read Independently	79
1.2 Reading Critically in all Content Areas	91
1.3 Reading, Analyzing, and Interpreting Literature	93
1.4 Types of Writing	96
1.5 Quality of Writing	99
1.6 Speaking and Listening	103
1.7 Research	107

Instruction in kindergarten is focused on developing foundational skills that prepare students for later learning in the language arts. Language and literacy development encompasses reading, writing, speaking, and listening. In this foundational year, kindergarten teachers embed language and literacy learning into the daily activities of the classroom. In kindergarten, the exposure to different types of print and their uses serve as the basis upon which children develop/strengthen their knowledge of letter shapes, names, sounds, and words. A comprehensive literacy program builds upon this basis and incorporates reading, writing, speaking, and listening.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently

Third Grade Standards:

- Identify the purposes and types of text (e.g., literary, informational) before reading
- Preview the text formats (e.g., title, headings, chapters, and table of contents)
- 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.
- Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use headings, use organization of text, adjust reading rate)
- Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories or words). Use a dictionary when appropriate
- Understand the meaning of and use correctly new vocabulary learned in various subject areas
- Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
- Retell or summarize the major ideas, themes or procedures of the text
- Connect the new information or ideas in the text to know information
- Clarify ideas and understandings through rereading and discussion
- Make responsible assertions about the text by citing evidence from the text
- Demonstrate fluency and comprehension in reading
- Read familiar materials aloud with accuracy
- Self-correct mistakes
- Use appropriate rhythm, flow, meter, and pronunciation
- Read a variety of genres and types of text
- Demonstrate comprehension

Content for Kindergarten	Examples	Supportive Practices
<p>A. Develop book/print knowledge and conventions (e.g., turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page], print represents language)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Hold a book correctly. ▪ Recognize the front and back of a book. ▪ Distinguish print from picture. ▪ Use illustrations and print to gain meaning. ▪ Demonstrate left to right page sequence. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, concepts of print using big books, messages, charts, letters, notes, and signs. ▪ Provide daily opportunities for learners to look at and read books, daily message, charts, posters and magazines.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>A. (continued) Develop book/print knowledge and conventions (e.g., turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page], print represents language)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Demonstrate top to bottom page orientation. ▪ Identify the title, title page, author, and illustrator. ▪ Identify and preview the cover of a book. ▪ Recognize and identify common signs, logos, labels, and classroom print. ▪ Demonstrate that text is read from left to right and top to bottom. ▪ Demonstrate return sweep. ▪ Demonstrate one-to-one correspondence. ▪ Distinguish a letter from a word. ▪ Differentiate words and spaces. ▪ Discriminate uppercase from lowercase letters. ▪ Differentiate first and last letter in a word and first and last word in a sentence. ▪ Locate punctuation including periods, question marks, exclamation points, commas, and quotation marks. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide a variety of opportunities for learners to demonstrate their knowledge of how print works. ▪ Read quality literature daily. ▪ Reread familiar/favorite books attending to concepts of print. ▪ Assist learners read classroom labels, signs and other environmental and classroom print. ▪ Develop charts with learners labeling the parts of a book and record directions for book use. ▪ Provide a learning center and classroom library where learners can independently practice using print conventions. ▪ Organize author/genre studies to encourage learners to become familiar with different authors, illustrators, and a variety of genres. ▪ Model, using the appropriate language/vocabulary, the uses of punctuation during shared reading, when reading aloud, and during shared and interactive writing.. ▪ Engage learners in playing games (finding first/last letters, punctuation marks, title,) with learners' names or classroom print. ▪ Provide opportunities for learners to explore and apply understanding of books and print knowledge throughout the school day.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>B. Develop sentence awareness/word awareness</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Discriminate words in a sentence. ▪ Clap words in a sentence. ▪ Clap syllables in a word. ▪ Count and track parts in a word (syllables) and words in a sentence. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, clapping and counting syllables in learners' names, words, and sentences. ▪ Provide opportunities for learners to clap out syllables in meaningful words (e.g., words connected to a unit of study). ▪ Provide opportunities for learners to use manipulatives to count words in spoken sentences. ▪ Provide opportunities for learners to explore and apply understanding of sentence and word awareness throughout the school day.
<p>C. Discriminate words and sounds</p>	<ul style="list-style-type: none"> ▪ Tell whether environmental sounds are the same or different. ▪ Tell whether speech sounds are the same or different. ▪ Identify and produce initial sounds in words. ▪ Sort and classify words by initial sound. ▪ Identify initial, final and medial sounds in words. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, discriminating words and sounds. ▪ Provide opportunities for learners to listen to sounds in order to give a "thumbs up or down" when sounds are the same or different. ▪ Provide opportunities for learners to sort pictures and/or objects by beginning sounds. ▪ Model, using the appropriate language/vocabulary, "stretching" through words to hear each sound. ▪ Provide opportunities for learners to "stretch" through words to emphasize and identify initial, medial and final sounds in words.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>D. Discriminate, identify, and produce rhyming words and alliteration</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify rhyming words. ▪ Identify and produce rhyming words. ▪ Identify and produce sentences with rhyming. ▪ Identify and produce words that begin with the same sound. ▪ Identify and produce sentences with alliteration. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, discriminating, identifying, and producing rhyming words and alliteration. ▪ Engage learners in producing and mimicking rhymes, songs and finger plays. ▪ Read books with examples of alliterative and rhyming language and identify rhyming words and words with similar sounds. ▪ Provide opportunities for learners to identify rhyming pairs by giving a “thumbs up.” ▪ Use the cloze procedure to engage learners in completing a rhyme when reading a familiar poem/song or predictable book. ▪ Highlight the rhyme found in nursery rhymes, poems, and finger plays. ▪ Provide opportunities for learners as they “stretch” through words to emphasize and identify initial, medial and final sounds in words. ▪ Provide opportunities for learners to explore and apply understanding of rhyming and alliteration throughout the school day.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>E. Segment phonemes to form words.</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Isolate initial consonant sounds in single-syllable words. ▪ Orally segment the onset and rime of single-syllable words. ▪ Segment individual phonemes in a single syllable word including CVC words and other two to four phoneme words. ▪ Substitute sounds to form new words. ▪ Count the phonemes heard in CVC words and other two to four phoneme words. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, segmenting phonemes (“stretching” words into individual phonemes) in single syllable words. ▪ Provide opportunities for learners to use Elkonin boxes to segment a word into its phonemes. ▪ Engage learners in playful activities to practice manipulating letters within words to make new words.
<p>F. Blend sounds to make a spoken word.</p>	<ul style="list-style-type: none"> ▪ Blend the onset and rime together to make a word. ▪ Blend two to four phonemes together to make a word. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, blending phonemes together to make single syllable words. ▪ Provide opportunities for learners to blend phonemes together to make words. ▪ Provide opportunities for learners to explore and apply understanding of blending phonemes together throughout the school day.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>G. Develop knowledge of letters and their sounds (Alphabetic Principle)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify letters in own name and names of classmates. ▪ Recognize and name letters of the alphabet (in sequence and random order) with automaticity. ▪ Identify and name upper and lower case letters in words with automaticity. ▪ Sort letters into groups according to their letter name, not the way they visually look. ▪ Match uppercase and lowercase letter pairs. ▪ Recognize and say the common sounds of letters. ▪ Write the letter for the phoneme at the beginning of a word. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the names of upper and lowercase letters. ▪ Model, using the appropriate language/vocabulary, the common sounds associated with each letter. ▪ Emphasize letter-sound relationships during large and small group shared reading experiences using big books, messages, charts, letters, poems, notes, signs and child-created texts. ▪ Display an alphabet chart in the classroom at learners' level. ▪ Provide opportunities for learners to use the alphabet chart as a strategy for reading and writing. ▪ Create and engage learners in using a name wall in the classroom. ▪ Create and engage learners in using a sight word wall in the classroom. ▪ Provide a variety of alphabet manipulatives (alphabet picture cards, magnetic letters,). ▪ Support learners as they write their name daily to sign-in for attendance.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>G (continued). Develop knowledge of letters and their sounds (Alphabetic Principle)</p>	<p>The learner will:</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities for learners to use letter cards to sort and match letters into lowercase and uppercase groups. ▪ Provide opportunities for learners to use letter and picture cards to create sound-symbol matches. ▪ Engage learners in singing songs that emphasize letter sounds. ▪ Provide multiple opportunities for learners to write daily for a variety of purposes. ▪ Provide opportunities for learners to explore and apply understanding of the alphabetic principle.
<p>H. Decode words (phonics)</p>	<ul style="list-style-type: none"> ▪ Identify letters and corresponding sounds. ▪ Apply knowledge of sounds and letters when reading. ▪ Read/write phonetically. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, applying the sounds of letters to the decoding process. ▪ Provide opportunities for learners to apply the sounds of letters to the decoding process (shared reading, small group differentiated reading instruction, and independent reading). ▪ Provide opportunities for learners to explore and apply knowledge of letter/sound correspondence to decode print at learning centers.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>I. Encode words (phonics)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify letters and corresponding sounds. ▪ Apply knowledge of sounds and letters when writing. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, applying the sounds of letters to the encoding process. ▪ Provide opportunities for learners to apply the knowledge of the sounds of letters to the encoding process during shared/interactive writing, independent writing time, and at learning centers.
<p>J. Read emergently with adequate fluency</p>	<ul style="list-style-type: none"> ▪ Recite nursery rhymes, poems, and finger plays, with fluency (appropriate rate and expression). ▪ Listen to models of fluent reading. ▪ Read from familiar texts with fluency (rate, accuracy, and expression). ▪ Use understanding of end punctuation to “read like you’re talking.” ▪ Begin to recognize common sight words with automaticity. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, reading with fluency. ▪ Expose learners to repeated readings of big books, daily message, poems, charts, songs, finger plays. ▪ Encourage students to “read along” during shared reading. ▪ Provide opportunities for learners to practice reading with fluency (rereading familiar texts independently). ▪ Provide opportunities for learners to explore and apply understanding of reading with fluency during learning centers.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>K. Name and describe new concepts</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Name, describe, and talk about new concepts. ▪ Request further information about a concept by using the correct name, label, or vocabulary word. ▪ Engage in conversations, with a variety of partners, using the key vocabulary words. ▪ Define a word, using descriptive words, use synonyms and/or antonyms. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Provide opportunities for learners to make meaningful connections to concept being taught. ▪ Provide explicit instruction of key vocabulary words. ▪ Provide artifacts and/or pictures, relevant to the concept being taught. ▪ Read aloud from a variety of picture books about the concept, highlighting concept words during the explicit follow-up conversations. ▪ Discuss synonyms and antonyms for new words. ▪ Provide opportunities for classroom discussions about the topic of study. Encourage learners to use new vocabulary words. ▪ Provide opportunities for learners to explore and apply new concepts and vocabulary during learning centers (picture lotto games, card sorts).

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>L. Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Identify designated words in print in a variety of texts (word walls, message, poems, labels in the room). 	<p>The teacher will:</p> <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary, the importance of recognizing sight words with automaticity. Create a word wall-of sight words. Provide opportunities for learners to read and identify common reading words within a variety of texts. Provide opportunities for learners to explore and apply new sight words during shared reading, small group differentiated reading instruction, independent reading and learning centers.
<p>M. Listen to new vocabulary in multiple contexts in order to understand new words and concepts</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Respond appropriately to books, stories, conversations, with words, and gestures. Listen to stories on tapes, computer, discussions. 	<ul style="list-style-type: none"> Model rich spoken language (vocabulary and sentence structure). Provide exposure to new vocabulary in various contexts (read alouds, class discussions, spoken language of teacher, listening activities, computers).

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>N. Discuss unknown words and word meanings</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to books, stories, conversations, with words, and gestures. ▪ Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations. ▪ Use the new vocabulary to ask questions to extend learning. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Engage students in conversations about picture books through the use of open-ended questions. ▪ Provide opportunities and support to learners as they talk to various partners. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) during classroom conversations.
<p>O. Use an increasingly complex and varied spoken vocabulary</p>	<ul style="list-style-type: none"> ▪ Demonstrate a rich spoken vocabulary in conversations across interest/content areas. ▪ Use personal pronouns in conversations. ▪ Use past, present, and future tense to describe events. 	<ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Model different verb tenses throughout the school day. ▪ Engage students in conversations about picture books through the use of open-ended questions. ▪ Provide opportunities and support to learners as they talk to various partners. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) during classroom conversations. ▪ Expand on what children say by questioning, adding information, explanations, and descriptions.

READING, WRITING, SPEAKING AND LISTENING

1.1 Learning to Read Independently *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>P. Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Participate in games such as “Simon Says” and demonstrate commands such as jump, skip, touch, clap and point. ▪ Use expressive language that includes new vocabulary, pronouns, descriptive words, and complex sentence structures. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Provide opportunities and support to learners as they talk to various partners. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) during classroom conversations. ▪ Expand on what children say by questioning, adding information, explanations, and descriptions. ▪ Utilize games that require the learner to listen and to respond to commands.
<p>Q. Demonstrate the understanding that communication occurs in different ways including the use of various languages, devices, and gestures</p>	<ul style="list-style-type: none"> ▪ Follow classroom routines (sign-in, putting backpack in appropriate place, placing homework in basket, selecting snack and lunch items). ▪ Match movements and actions to music and directions in songs, poems and finger plays. 	<ul style="list-style-type: none"> ▪ Design meaningful procedural classroom charts (sign-in, snack, center activities). ▪ Engage learners in reciting poems and finger plays, and singing songs that have accompanying movements/gestures.

READING, WRITING, SPEAKING AND LISTENING

1.2 Reading Critically in all Content Areas

Third Grade Standards:

- Read and understand essential content of informational texts and documents in all academic areas
- Differentiate fact from opinion within text
- Distinguish between essential and nonessential information within a text
- Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text
- Analyze text organization and content to derive meaning from text using established criteria
- Use and understand a variety of media and evaluate the quality of material produced
- Use electronic media for research
- Identify techniques used in television and use the knowledge to distinguish between facts and misleading information
- Assess the quality of media projects (e.g., script, play, audiotape) that have been developed for a targeted audience
- Produce work in at least one literary genre that follows the conventions of the genre

Content for Kindergarten

- A. Determine important ideas and messages in informational texts

Examples

The learner will:

- Retell important facts from the text.
- Identify the main idea/message of the text.
- Identify how someone might use the text.
- Complete, with teacher assistance, KWL charts before, during, and after reading, listening, or viewing informational selections.

Supportive Practices

The teacher will:

- Model, using the appropriate language/vocabulary, identifying important ideas and messages in informational texts.
- Include informational texts as part of read alouds, shared reading, small group differentiated reading instruction, and independent reading.
- Provide opportunities for learners to make meaning from, and identify important ideas and messages in, informational texts.

READING, WRITING, SPEAKING AND LISTENING

1.2 Reading Critically in all Content Areas (*continued*)

Content for Kindergarten	Examples	Supportive Practices
<p>A (<i>continued</i>). Determine important ideas and messages in informational texts</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Discuss concepts and information in texts in small groups and with a partner. ▪ Connect text events and information to real life experiences and prior knowledge. ▪ Demonstrate understanding of informational text through response activities such as drawing, writing, generating questions and/or answering questions. <p>Demonstrate an understanding of informational text by using them for real life purposes (prepare a recipe, make a picture).</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Engage learners in completing graphic organizers (Venn diagrams, KWL charts, concept maps.) to summarize the main ideas or important facts from informational texts. ▪ Engage learners in conversations about the big ideas and concepts in reading selections. ▪ Engage learners in conversations about the author's purpose for writing the text. ▪ Provide a variety of ways for children to respond to and demonstrate understanding of texts. ▪ Include informational texts in the classroom library.
<p>B. Recognize the characteristics of various types of texts</p>	<ul style="list-style-type: none"> ▪ Distinguish between different forms of texts and the functions they serve. ▪ Distinguish fiction from nonfiction. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the important features and their purpose in informational text. ▪ Provide a variety of texts in the classroom library (fiction and nonfiction trade books, plays, poems, dictionaries, magazines, newspaper). ▪ Provide and use a variety of functional documents with simple oral, written, or rebus directions and/or labels (classroom schedules, recipes, rules, signs, posters, maps).

READING, WRITING, SPEAKING AND LISTENING

1.2 Reading Critically in all Content Areas (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>B (continued). Recognize the characteristics of various types of texts</p>	<p>The learner will:</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide a nonfiction library in the classroom that will compliment theme studies and children's interests. ▪ Engage learners in discussions to compare fiction and nonfiction texts.
<p>C. Identify features of informational texts and use them to make meaning</p>	<ul style="list-style-type: none"> ▪ Identify how text features help us to find information – (title, table of contents, headings and subheadings, bold print, charts, diagrams, photographs, captions, labels, organization of text) 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, how to read informational text; how to use text features to aid in understanding. ▪ Provide opportunities for learners to use text features in informational text to make meaning during read alouds, shared reading, and small group differentiated reading instruction

READING, WRITING, SPEAKING AND LISTENING

1.3 Reading, Analyzing, and Interpreting Literature

Third Grade Standards:

- Read and understand works of literature
- Identify literary elements in stories describing characters, setting, and plot
- Identify literary devices in stories (e.g., rhyme, rhythm, personification)
- Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes)
- Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes)
- Read and respond to nonfiction and fiction including poetry and drama

Content for Kindergarten

- A. Understand and respond to a variety of literary selections that are read, listened to or viewed

Examples

The learner will:

- View, listen to, share, discuss, and begin to read grade level appropriate selections.
- Connect personal experiences with the experiences, language, customs, and culture of literary characters.
- Demonstrate understanding of stories through different response modes, including talk, drawing, writing, drama, and dramatic play.

Supportive Practices

The teacher will:

- Provide many opportunities for learners to read, listen to, view, share, and discuss texts from a variety of genres and types - stories, poems, nursery rhymes, songs, plays, raps, finger plays.
- Provide opportunities for learners to listen to and discuss a variety of texts representing diverse cultures and ethnicities.
- Provide ideas and discussions that help learners make connections between what they read and their own life.
- Guide children in establishing purposes for listening, reading, or viewing.

READING, WRITING, SPEAKING AND LISTENING

1.3 Reading, Analyzing, and Interpreting Literature *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>B. Monitor comprehension while viewing, listening to and reading literary selections</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Preview books by taking “picture walks” and making predictions about texts. ▪ Use prior knowledge to anticipate meaning and make sense of texts. ▪ Assess and revise predictions while reading. ▪ Self-correct word recognition errors during reading. ▪ Ask oneself if what is being read “makes sense.” 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model the importance of making meaning and to be aware when comprehension breaks down. ▪ Model, using the appropriate language/vocabulary, how to monitor understanding while reading. ▪ Explicitly model comprehension strategies (making connections, visualizing, predicting and checking predictions, questioning) during interactive read alouds. ▪ Provide opportunities for learners to use comprehension strategies during shared reading and small group differentiated reading instruction.

READING, WRITING, SPEAKING AND LISTENING

1.4 Types of Writing

Third Grade Standards:

- Write narrative pieces (e.g., stories, poems and plays)
- Include detailed descriptions of people, places, things
- Use relevant illustrations
- Include literary elements
- Write informational pieces (e.g., descriptions, letters, reports, and instructions) using illustrations when relevant
- Write an opinion and support it with facts

Content for Kindergarten

A. Describe the role of people, places, and things in a story

Examples

The learner will:

- Use pictures and drawings to represent ideas.
- Participate in group interactive and shared writing experiences.
- Include the main idea and details in oral descriptions and drawings.

Supportive Practices

The teacher will:

- Provide opportunities throughout the school day for learners to engage in shared and interactive writing.
- Model, using the appropriate language/vocabulary, the writing process including pre-writing strategies, the various ways ideas can be recorded, revising, editing and publishing.
- Model, using the appropriate language/vocabulary, how to choose characters, setting and plot for a story.
- Model, using the appropriate language/vocabulary, the basic writing conventions (holding the writing tool, writing left to right and top to bottom, leaving spaces between words.)
- Provide opportunities for children to dictate or write narrative pieces from personal experiences.
- Provide opportunities for learners to write throughout the school day.
- Provide a variety of writing tools.

READING, WRITING, SPEAKING AND LISTENING

1.4 Types of Writing *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>B. Include simple plot when sharing information</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Tell a story in the correct sequence. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the use of graphic organizers to help learners organize the story line in sequential order.
<p>C. Identify illustrations that depict story content</p>	<ul style="list-style-type: none"> ▪ Select appropriate illustrations to accompany the story. ▪ Include illustrations depicting the story content as well as characters and setting of the story. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the use of illustration to understand a story.
<p>D. Draw or write informational sentences (letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant</p>	<ul style="list-style-type: none"> ▪ Make lists, record facts, write letters, create descriptions, and/or draw pictures to share important information about a topic. 	<ul style="list-style-type: none"> ▪ Read aloud from a variety of genres. ▪ Model using the appropriate language/vocabulary, the use of writing as a form of daily communication. ▪ Model using the appropriate language/vocabulary, the 'how tos' of reading informational text (visual and text features). ▪ Provide opportunities and support to learners as they read informational texts (shared reading, small group differentiated reading instruction, independent reading). ▪ Provide opportunities for children to explore topics of personal relevance. <p>Model, using the appropriate language/vocabulary, the 'how tos' of writing informational text.</p>

READING, WRITING, SPEAKING AND LISTENING

1.4 Types of Writing (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>E. Differentiate between fact and opinion</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Use illustrations to represent the facts. ▪ Share facts during group discussions. ▪ Share opinions during group discussions. ▪ Differentiate their opinions from facts during group discussions. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the difference between a fact and an opinion. ▪ Provide opportunities for learners to differentiate between fact and opinion. ▪ Use graphic organizers during discussions to help differentiate between fact and opinion (T-chart). ▪ Model, using the appropriate language/vocabulary, what writers do when working with fact versus opinion (science logs and recording of the news, versus editorials and persuasive writing). Should say: Model how writers use fact versus opinions.

READING, WRITING, SPEAKING AND LISTENING

1.5 Quality of Writing

Third Grade Standards:

- Write with a sharp, distinct focus identifying topic, task, and audience
- Write using well-developed content appropriate for the topic
- Gather and organize information
- Write a series of related sentences or paragraphs with one central idea
- Incorporate details relevant and appropriate to the topic
- Write with controlled and/or subtle organization
- Sustain a logical order
- Include a recognizable beginning, middle, and end
- Write with an awareness of the stylistic aspects of composition
- Use sentences of differing lengths and complexities
- Use descriptive words and action verbs
- Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically
- Edit writing using the conventions of language
- Spell common, frequently used words correctly
- Use capital letters correctly (first word in sentences, proper nouns, pronoun "I")
- Punctuate correctly (period, exclamation point, question mark, commas in a series)
- Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly
- Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)
- Present and/or defend written work for publication when appropriate

Content for Kindergarten

- A. Create a focus for the 'piece' of writing.

Examples

- The learner will:**
- Sort pictures, word cards, or objects that relate to a specific topic.

Supportive Practices

- The teacher will:**
- Provide opportunities throughout the school day for learners to engage in shared and interactive writing.
 - Provide opportunities for learners to write throughout the school day.

READING, WRITING, SPEAKING AND LISTENING

1.5 Quality of Writing (continued)

Content for Kindergarten	Examples	Supportive Practices
<p>B. Retell about specific experiences, people, objects, events, or stories with a focused topic</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Retell a story using picture cards. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the ‘how tos; of creating a topic for one’s ‘piece.’ ▪ Engage learners in thinking about their ‘piece’ and then sharing it with a classmate prior to writing. ▪ Provide learners with opportunities to sequence events or pictures. ▪ Provide learners with many opportunities to speak throughout the school day to develop the foundational skills necessary to be a writer. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure). ▪ Encourage learners to stretch out the sounds in words when writing.
<p>C. Use appropriate content for the topic</p>	<ul style="list-style-type: none"> ▪ Brainstorm ideas to use for the topic. ▪ Brainstorm detail/additional information to support the topic. ▪ Compose sentences through dictation, pictures, and/or words with one central topic. ▪ Incorporate relevant information. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, prewriting strategies (selecting a topic, gathering information). ▪ Provide opportunities for learners to brainstorm ideas for the topic. ▪ Support learners as they stretch out the sounds in words when writing.

READING, WRITING, SPEAKING AND LISTENING

1.5 Quality of Writing (*continued*)

Content for Kindergarten	Examples	Supportive Practices
<p>D. Organize words into a complete thought</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Arrange ideas in a logical order. ▪ Include a beginning, middle, and end when telling a story. ▪ Complete an idea to include the subject and verb. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Provide learners with many opportunities to speak throughout the school day to develop the foundational skills necessary to be a writer. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) during classroom conversations. ▪ Provide opportunities to sequence events or pictures. <p>Support learners in forming a complete sentence.</p>
<p>E. Use a variety of pictures or words to express a thought</p>	<ul style="list-style-type: none"> ▪ Use a variety of pictures, dictations, or words to make a complete thought. ▪ Use descriptive words and verbs. 	<ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure). ▪ Provide learners with many opportunities to speak throughout the school day to develop the foundational skills necessary to be a writer. ▪ Encourage learners to expand their use of language (vocabulary and sentence structure) during classroom conversations. ▪ Point out rich vocabulary, interesting uses of language, and other features of read alouds that give the text a distinctive “voice” and style. ▪ Model how to give a piece of writing a distinctive “voice” and /or style.

READING, WRITING, SPEAKING AND LISTENING

1.5 Quality of Writing (*continued*)

Content for Kindergarten	Examples	Supportive Practices
<p>E (<i>continued</i>). Use a variety of pictures or words to express a thought</p>	<p>The learner will:</p>	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide opportunities to describe objects and pictures (show and tell,) ▪ Provide various classroom resources around the room (labels, word walls, charts, word splashes). ▪ Brainstorm and list various ways to start a sentence.
<p>F. Revise writing or illustrations to sequence events and add detail</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Reread sentences or story to oneself, a classmate, and/or an adult. ▪ Add words or pictures to include more detail. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the process of revising a 'piece'. ▪ Support learners as they reread and think about their 'piece'. ▪ Support learners as they add words (descriptive, details) or pictures to their 'piece'. ▪ Share student work that exhibits sequence, details, and/or descriptive language.
<p>G. Publish or present writing</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Read finished work to the class or a small group. ▪ Take pride in authoring a page of a class book. ▪ Arrange the finished work into an individual book. 	<ul style="list-style-type: none"> ▪ Provide opportunities for learners to share their writing with others. ▪ Display examples of writing in the classroom or hallway. ▪ Add learners' work to a class book. ▪ Help each learner publish his/her work into an individual book.

READING, WRITING, SPEAKING AND LISTENING

1.6 Speaking and Listening

Third Grade Standards:

- Listen to others
- Ask questions as an aid to understanding
- Distinguish fact from opinion
- Listen to a selection of literature (fiction and/or nonfiction)
- Relate it to similar experiences
- Predict what will happen next
- Retell a story in chronological order
- Recognize character and tone
- Identify and define new words and concepts
- Speak using skills appropriate to formal speech situations
- Use appropriate volume
- Pronounce most words accurately
- Demonstrate an awareness of audience
- Contribute to discussions
- Ask relevant questions and respond with appropriate information or opinions to questions asked
- Listen to and acknowledge the contributions of others
- Display appropriate turn-taking behaviors
- Participate in small and large group discussions and presentations
- Participate in everyday conversations
- Present oral readings, short reports, and interviews
- Give simple directions, explanations, and reporting of an emergency
- Use media for learning purposes

Content for Kindergarten	Examples	Supportive Practices
<p>A. Listen responsively to directions, stories and conversations</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Respond by demonstrating appropriate listening behaviors such as: eyes on speaker and facing speaker. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the behaviors of being a good listener (eye contact, turn taking, quiet body).

READING, WRITING, SPEAKING AND LISTENING

1.6 Speaking and Listening (*continued*)

Content for Kindergarten	Examples	Supportive Practices
<p>A (<i>continued</i>) Listen responsively to directions, stories and conversations</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to books and stories with facial and body gestures (smiling and laughter). ▪ Wait his/her turn to speak ▪ Follow two-step and three-step directions. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide oral language experiences through beginning exercises, open-ended questions, and think-pair-share experiences. ▪ Read various genres and engage learners in conversations about the story/text.
<p>B. Student will recite rhymes, songs and familiar text</p>	<ul style="list-style-type: none"> ▪ Verbally recite poems and finger plays with peers. ▪ Sing songs and use musical instruments. 	<ul style="list-style-type: none"> ▪ Lead choral readings. ▪ Use a poem of the week to develop fluency. ▪ Build a class repertoire of familiar songs and finger plays.
<p>C. Speak clearly enough to be understood by most listeners</p>	<ul style="list-style-type: none"> ▪ Articulate most speech sounds correctly. ▪ Keep hands away from his/her mouth when speaking. ▪ Speak in a voice loud enough for the audience to hear. ▪ Look at the audience when speaking. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the behaviors of speaking in a clear voice. ▪ Provide learners with many opportunities to speak throughout the school day (beginning exercises, opening circle, snack,). ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) and confidence at speaking during group discussions and in front of others (beginning exercises, opening circle, snack, show and tell, weekly news,).

READING, WRITING, SPEAKING AND LISTENING

1.6 Speaking and Listening (*continued*)

Content for Kindergarten	Examples	Supportive Practices
<p>D. Modulate voice volume and intonation</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Act out character roles with appropriate expression (mean, happy, sad, kind voice). ▪ Demonstrate the use of punctuation in sentence structure by using voice intonation appropriately. ▪ Use laughter and higher pitch when telling a joke. ▪ Demonstrate the use of “inside and outside voice”. ▪ Modulate voice to express opinions and feelings. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, modulating one’s voice volume and intonation. ▪ Model, using the appropriate language/vocabulary, the behaviors of reading and speaking with intonation reflective of end punctuation marks. ▪ Provide opportunities and support to learners as they read and reread stories, poems, finger plays, songs, and/or informational text for fluency during shared reading and differentiated reading instruction.
<p>E. Ask and answer relevant questions and share experiences individually and in groups</p>	<ul style="list-style-type: none"> ▪ Verbalize personal experiences in an appropriate sequential manner. ▪ Engage in conversations about favorite books, characters and events. ▪ Ask questions related to fiction and non-fiction books. ▪ Ask relevant questions during classroom conversations. ▪ Talk about stories before writing. 	<ul style="list-style-type: none"> ▪ Model, using the appropriate language/vocabulary, the behaviors of thinking and reflecting in order to ask relevant questions. ▪ Provide opportunities and support to learners as they engage in metacognitive thinking.

READING, WRITING, SPEAKING AND LISTENING

1.6 Speaking and Listening *(continued)*

Content for Kindergarten	Examples	Supportive Practices
<p>F. Initiate and respond appropriately to conversations and discussions</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Initiate appropriate conversations with adults and peers. ▪ Participate appropriately (questions and answers tied to the topic of conversation) in conversations with adults and peers. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model rich spoken language (vocabulary and sentence structure) during classroom conversations. ▪ Encourage and support learners as they expand their use of language (vocabulary and sentence structure) and confidence at speaking during group discussions and in front of others. ▪ Provide opportunities and support learners as they engage in teacher planned and learner initiated spontaneous conversations throughout the school day.

READING, WRITING, SPEAKING AND LISTENING

1.7 Research

Third Grade Standards:

- Select a topic for research
- Locate information using appropriate sources and strategies
- Locate resources for a particular task (, newspapers, dictionary)

Content for Kindergarten

Examples

Supportive Practices

The learner will:

The teacher will:

A. Choose a topic of interest to research/talk about/share with classmates

- Use classroom library to investigate, explore, and research a topic of interest.
- Record information in written or picture form.

- Create classroom literacy materials to engage and stimulate children's interests.
- Provide opportunities for learners to share topics of interest.
- Provide opportunities for learners to research topics.

B. Demonstrate increasing understanding that technology can be used to gain information

- Use appropriate interactive software programs.
- Identify basic computer parts (monitor, keyboard, mouse).

- Support children's interaction with a variety of communication 'tools' (dictionaries, translators, communication devices, computer).
- Select software and Internet web sites to support learners' research.
- Select software that matches learners' skill levels.
- Select software that represents both fiction and non-fiction literacy.

C. Recognize the different parts of informational text that are used to locate information (table of contents, index, glossary)

- Use classroom library to investigate, explore, and research a topic of interest.
- Use different parts of informational text to aid in the gathering of information.

- Create classroom literacy materials to engage and stimulate children's interests.
- Provide opportunities and support to learners as they use different parts of informational text to aid in the gathering of information.