



Carlucci American International School of Lisbon

## EC3 ENGLISH LANGUAGE ARTS FRAMEWORK

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### READING LIST

#### THEMATIC BOOKS

- The tiny seed; Carle Eric
- The Very Hungry Caterpillar; Carle, Eric
- Don't wake the bear! Smallman, Steve
- Polar bear, polar bear, what do you hear? Martin, Bill
- Santa's Noisy Night; Sykes, Julie
- The Mitten; Brett, Jan
- Brown bear, brown bear, what do you see? Martin, Bill
- Little blue, little yellow; Lionni, Leo
- The Dot; Reynolds, Peter

#### SHORT STORIES

- The Super Swooper Dinosaur, Waddell M & Lord L
- Moonbear's Shadow, Asch, Frank
- Hurry up and Slow Down, Marlow L

### **HOOKED ON BOOKS**

- Rylant, Cynthia: The Bookshop Dog; Birthday Presents; Everyday Town; The Great Gracie Chase: Stop That Dog!

### **POEMS READ AS PART OF THE CURRICULUM**

- Mother Goose: A collection of classical nursery rhymes

### **DRAMA/PLAYS**

- The little red hen; Galdone, Paul
- Thanksgiving is...; Gibbons, Gail

### **INFORMATIONAL TEXTS (USED IN ELA)**

- How do you know it's spring? Fowler, Allan
- How do you know it's winter? Fowler, Allan
- How do you know it's summer? Fowler, Allan
- How do you know it's fall? Fowler, Allan
- A to Z Jobs, Priddy, Roger

### **PERFORMANCE INDICATORS**

#### **READING FOUNDATIONAL SKILLS**

Demonstrate an awareness of correct book handling. DOK 1

Acquire skills to match letters in the alphabet. DOK 1

Identify some letters of the alphabet, including those in one's name. DOK 1

Recognize that print holds meaning. DOK 1

Use visual clues to comprehend new stories. DOK 1

#### **WRITING**

Hold pencil and crayon. DOK 1

Trace lines. DOK 1

Attempt to write part of whole first name. DOK 1

#### **SPEAKING AND LISTENING**

Begin to communicate needs. DOK 1

Listen to and repeat words. DOK 1

Begin to speak in complete sentences. DOK 1

Follow teacher directions. DOK 1

Respond appropriately when being spoken to by adults and peers. DOK 1

Recite parts of the alphabet. DOK 1