

EC4 ENGLISH LANGUAGE ARTS FRAMEWORK

Contents

READING LIST	1
THEMATIC BOOKS	1
SHORT STORIES	1
HOOKED ON BOOKS	2
POEMS READ AS PART OF THE CURRICULUM	2
DRAMA/PLAYS	2
INFORMATIONAL TEXTS (USED IN ELA)	2
PERFORMANCE INDICATORS	2
READING LITERATURE	2
READING FOUNDATIONAL SKILLS	2
WRITING	3
SPEAKING AND LISTENING	3

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 LITERATURE

Construct meaning when responding to a story or picture. DOK 1, 2

Use emergent reading skills to "read" a story. DOK 1

READING FOUNDATIONAL SKILLS

Demonstrate correct book handling. DOK 1

Sequence from left to right and top to bottom. DOK 1

"Read" his/her own inventive writing. DOK 1

Recognize letters of the alphabet. DOK 1

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

Demonstrate an awareness of print. DOK 1

Ask age-appropriate questions about a text. DOK 1, 2

Understand that print provides information. DOK 1

Recognize that letters have sounds. DOK 1

Develop phonological awareness by participating in memorization of rhymes and songs. DOK 1

Identify common environmental sounds. DOK 1

Acquire skills to match some letters in the alphabet to their sound. DOK 1

Use visual and verbal cues to comprehend new stories. DOK 1

WRITING

Hold pencil and crayon appropriately. DOK 1
Use scribbles and approximations of letters to represent written language. DOK 1
Use letters or recognizable symbols in inventive spelling. DOK 1
Trace and follow lines. DOK 1
Draw some letters using various materials. DOK 1
Copy words and letters of the alphabet from examples. DOK 1
Write part or whole first name. DOK 1
Acquire skills to match letters in the alphabet. DOK 1

SPEAKING AND LISTENING

Begin to hear and identify rhymes. DOK 1
Communicate needs, ideas and thoughts. DOK 1, 2
Listen and repeat words, phrases, and sentences. DOK 1
Engage in group activities and discussions. DOK 1, 2
Speak in complete sentences. DOK 1, 2
Follow teacher's directions. DOK 1
Make verbal predictions about stories and daily experiences. DOK 1, 2
Share everyday experiences in school and outside of school settings. DOK 1, 2
Demonstrate attentive, courteous listening skills without interrupting. DOK 1
Answer age-appropriate questions. DOK 1, 2
Recite the alphabet. DOK 1
Acquire the use of new vocabulary to describe feelings, thoughts, and experiences. DOK 1, 2
Share stories and experiences related to discussion topics. DOK 1, 2
Ask questions about stories being read. DOK 1, 2
Speak with increasing independence, clarity, and fluidity. DOK 1, 2
Dictate a phrase to describe a picture. DOK 1, 2