

Preschool Curriculum
Language and Literacy



TABLE OF CONTENTS

LISTENING AND SPEAKING _____

RLC *Receptive Language and Comprehension*

EL *Expressive Language*

SC *Social Communication*

READING _____

RC *Reading Comprehension*

F *Fluency*

PC *Print Concepts*

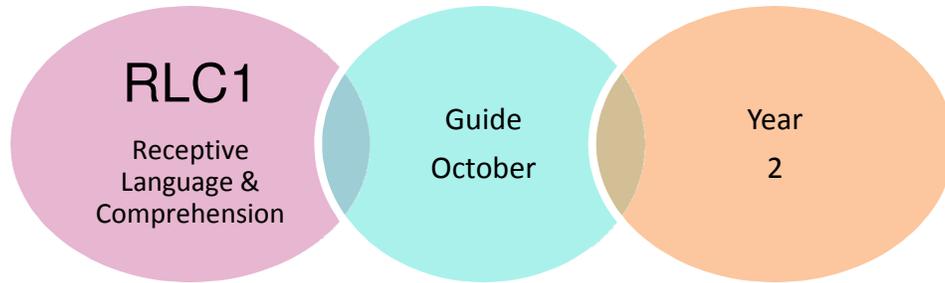
PA *Phonological Awareness*

LWC: *Letter-Word Recognition*

WRITING _____

WP *Writing Process*

WAC *Writing Application and Composition*



RLC1 Demonstrate understanding of increasingly complex concepts and longer sentences.

What will Children be able to do...

1. Follow 2-step directions
2. Understand qualifiers such as two simple descriptors
3. Understand a sentence clause such as show me the girl who went up the stairs or the boy that is running

ACTIVITIES

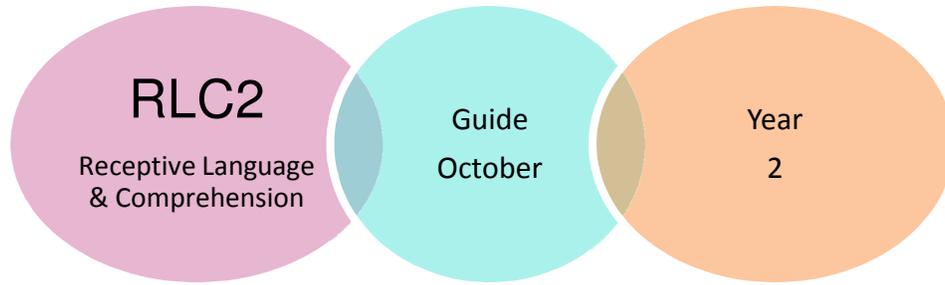
1. Model using new words in conversation and play (games like Simon Says, etc.)
2. Model word play such as using words in silly ways.
3. Act out new vocabulary (interactive and shared read alouds)
4. Introduce new words in a meaningful context using concrete objects.
5. Multiple reads of books to enhance understanding of vocabulary development.
6. Assist children in giving and receiving simple explanations, information, and instructions.
7. Provide opportunities for children to engage in pretend play with peers.
8. Share a variety of stories, fiction and nonfiction books, songs, and problems of increasing complexity.
9. Book discussions

ENRICHMENT/SUPPORT

1. Increasing more complex text.
 2. Assist children in answering more complex questions through "research" using a variety of media/text.
-
1. Model new vocabulary and longer sentence length; incorporate keywords from books and other activities for repetition and meaningful generalization of knowledge.
 2. Practice new concepts at home and school in a variety of ways in different environments.
 3. Small group instruction; matching questions to an appropriate level; modeling responses by expanding on the children's language

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



RLC2 Ask meaning of words.

What will Children be able to do...

1. Ask the meaning of an unfamiliar word

ACTIVITIES

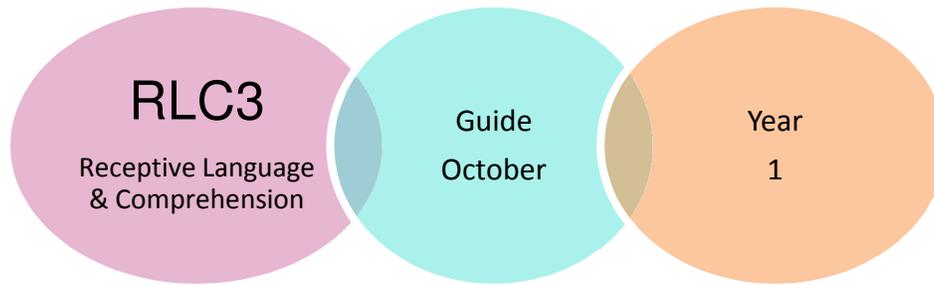
1. Model using new words in conversation and play (games like Simon Says, etc.)
2. Model word play such as using words in silly ways.
3. Act out new vocabulary (interactive and shared read alouds)
4. Introduce new words in a meaningful context using concrete objects.
5. Multiple reads of books to enhance understanding of vocabulary development.
6. Assist children in giving and receiving simple explanations, information, and instructions.
7. Provide opportunities for children to engage in pretend play with peers.
8. Share a variety of stories, fiction and nonfiction books, songs, and problems of increasing complexity.
9. Book discussions

ENRICHMENT/SUPPORT

1. Investigations
 2. Computer / Books – Find Information
 3. Explain to another friend
-
1. Use visuals and concrete objects to model and practice asking and answering questions.
 2. Model new vocabulary and longer sentence length; incorporate keywords from books and other activities for repetition and meaningful generalization of knowledge.
 3. Practice new concepts at home and school in a variety of ways in different environments.
 4. Small group instruction; matching questions to an appropriate level; modeling responses by expanding on the children's language

ASSESSMENT

1. Observations
2. Personal Communication
3. Anecdotal Notes
4. Teacher-made standard-based assessments



RLC3 Follow two-step directions or requests.

What will Children be able to do...

1. Follow a one-step direction
2. Understand vocabulary related to class room
3. Understand prepositions and actions
- 4 Follow a two-step direction

ACTIVITIES

1. Listening games
2. Songs/dances
3. Build routines to complete daily activities/directions (snack time, class activities, transitions).
4. Model attending behavior as children share creations, stories, and experiences.
5. Assist children in giving and receiving simple explanations, information and instructions.

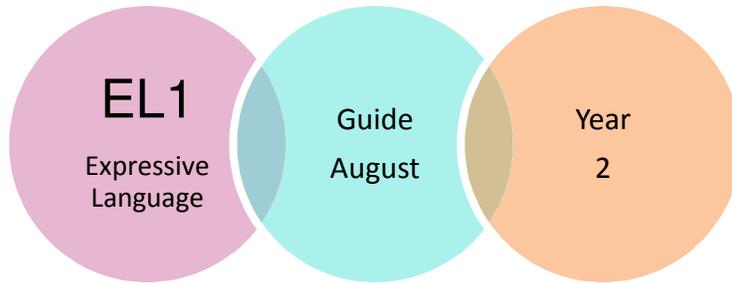
ENRICHMENT/SUPPORT

1. Follow three step directions and give multi-step directions to others.
2. Model 2 step directions

1. Give verbal cues-“What are your friends doing? or “What do you do next?”
2. Use sign language or visuals
3. Use Writing with Symbols to help with directions.

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists for completions of tasks
4. Teacher-made standard-based assessments



EL1. Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.

What will Children be able to do...

1. Answer basic open ended questions
2. Given a situation, predict and problem solve

ACTIVITIES

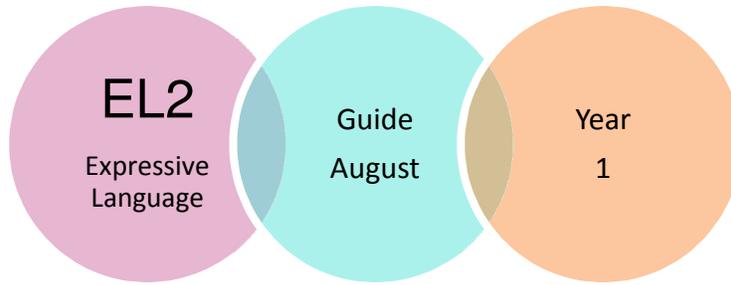
1. Modeling conversations and problem solving.
2. Language experience-Describe familiar people, places, things, ideas, creations projects and events.
3. Set up scenarios – such as less materials etc...giving opportunities for children to work collaboratively.
4. Encourage peer to peer conversations during free play, snack, and un/structured times.
5. Comment and question to support further elaboration.
6. Offer encouragement and reinforcement when children effectively communicate.
7. Encourage children to add drawings to provide further details to their story, description, etc.
8. Provide opportunities for children to have an "audience" or differing situations for all children to use language in a variety of ways (dramatic play area, plays, interactive read alouds, shared reading)
9. Share a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.

ENRICHMENT/SUPPORT

1. Experiment
 2. Re-write an end of a story
 3. Make plays
 4. Re-tell stories
-
1. Small groups
 2. More projects
 3. Visual repeated practice-use pictures to assist oral language

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



EL2. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)

What will Children be able to do...

1. Speak using appropriate volumes.
2. Use simple sentences.
3. Use phrasing and inflection.

ACTIVITIES

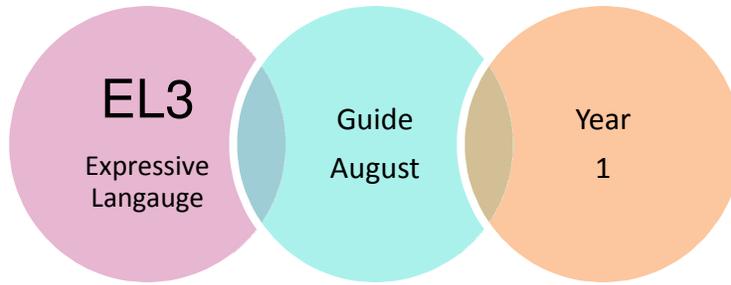
1. Sing songs, say nursery rhymes, and use language to obtain their wants and needs.
2. Emphasize correct phrasing, articulation, and intonation.
3. Restate children's words/sentences using grammatically correct sentences and phrasing with correct production of sounds (consonants and vowels).
4. Encourage conversations, questions, and comments.
5. Encourage and reinforce when a child effectively communicates.
6. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, rhymes, and stories.

ENRICHMENT/SUPPORT

1. Make plays, stories, and use language in dramatic play areas.
 2. Deliver message to others in or out of class.
 3. Ask children to share something about a project, themselves, what they made, etc.
-
1. Small groups
 2. More individual work-emphasizing sound production, grammar...
 3. Different volumes
 4. Pictures-to add details to oral language and/or to assist in correct sound production by playing games with sounds. Pictures from home and school may be helpful.
 5. Use short, focused description.

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



EL3 Describe familiar people, places, things and experiences.

What will Children be able to do...

1. Use adjectives to describe familiar people, things or experiences.

ACTIVITIES

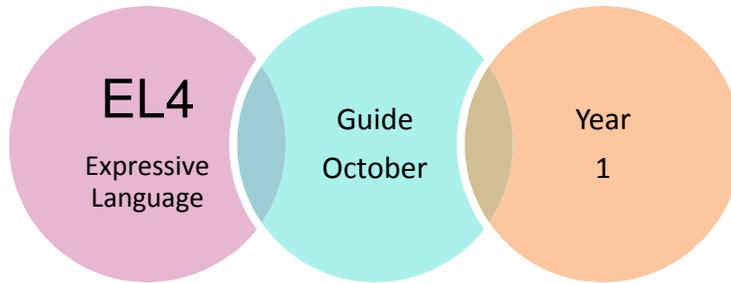
1. Modeling descriptive language.
2. Language experience-Describe familiar people, places, things, ideas, creations, projects, and events.
3. Set up scenarios –giving opportunities for children to work collaboratively and describe things.
4. Encourage peer to peer conversations during free play, snack, and un/structured times.
5. Comment and question to support further elaboration.
6. Offer encouragement and reinforcement when children effectively describe people, things, or places.
7. Encourage children to add drawings to provide further details to their story, description, etc.
8. Provide opportunities for children to have an “audience” or different situations so that all children can use language in a variety of ways (dramatic play area, plays, interactive read alouds, shared reading)
9. Share a variety of stories, nonfiction, books, songs, poems that reflect family cultures and traditions.

ENRICHMENT/SUPPORT

1. Experiment
 2. Re-write an end of a story.
 3. Make plays
 4. Re-tell stories
-
1. Small groups
 2. More projects
 3. Visual repeated practice-use pictures to assist oral language.
 4. Verbal models-provide short focused descriptions.

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



EL4 Use drawings or other visuals to add detail to verbal descriptions.

What will Children be able to do...

1. When looking at the illustration in a book / stories, give 2 descriptors.
2. Use adjectives to describe things, people and places.

ACTIVITIES

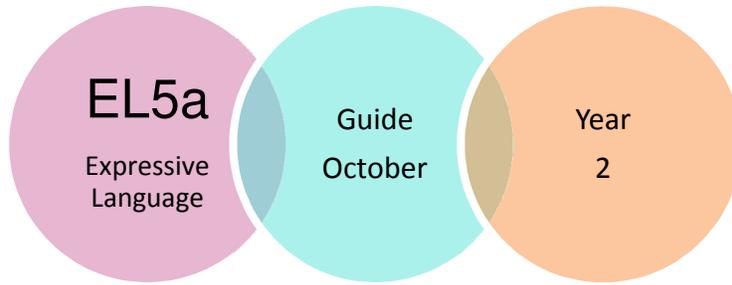
1. Interactive read aloud discussions: focusing on vocabulary, picture clues, descriptors.
2. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
3. Assist children in giving and understanding simple explanations, information and instruction.
4. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories.
5. Model commenting, questioning, singing, and use of turn taking during conversations.
6. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information to role playing characters and situations.
7. Provide comments and questions to support elaboration of oral language.
8. Reinforce when children effectively communicate wants, feelings, ideas and needs.
9. Multiple reads of books to enhance understanding of vocabulary development.

ENRICHMENT/SUPPORT

1. Book-making (Writer's workshop, different ending to a story, story of an experience-Spring Break)
 2. Play games; Pictionary
 3. Use a variety of media to assist in reporting an investigation or project or family tradition.
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
 2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session
 3. Provide more opportunities for children to work collaboratively-using and responding to language (explaining, describing, negotiating).
 4. Give children short focused descriptions.
 5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
 6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard based assessment



EL5a With modeling and support, use the conventions of standard English (Grammar)
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.

What will Children be able to do...

1. Identify places, animals, events, actions, and objects in pictures.
2. Use familiar nouns and verbs to describe persons, animals, places, events, actions with appropriate grammatical forms such as plurals and possessive nouns

ACTIVITIES

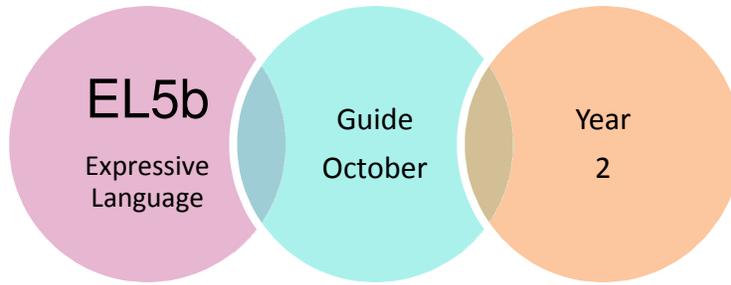
1. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
2. Assist children in giving and receiving simple explanations, information and instruction.
3. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories.
4. Model commenting, questioning, singing, and use of turn taking during conversations.
5. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information by role playing characters and situations.
6. Provide comments and questions to support elaboration of oral language.
7. Reinforce when children effectively communicate wants, feelings, ideas and needs.

ENRICHMENT/SUPPORT

1. Ask children to describe in more detail.
 2. Ask children to retell experiences from home such as a family trip or activities completed when school was not in session.
 3. Complete a simple research project and share information with the class.
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
 2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session
 3. Provide more opportunities for children to work collaboratively-using and responding to language (explaining, describing, questioning, negotiating).
 4. Give children short focused descriptions.
 5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
 6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL5b. With modeling and support, use the conventions of standard English (Grammar):
Form regular plural nouns orally by adding /s/ or /es/.

What will Children be able to do...

1. Use plurals correctly when speaking or describing events, places, or objects.

ACTIVITIES

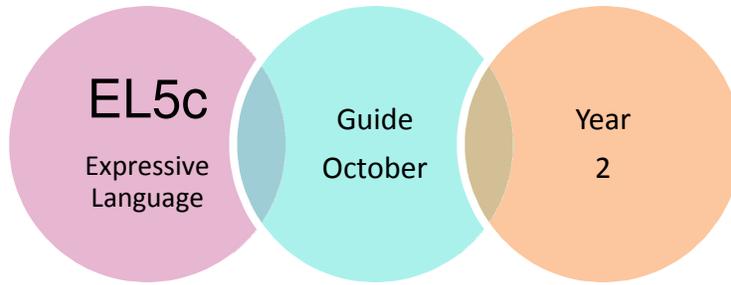
1. Provide appropriate modeling during conversations, discussions, free play, and small group time.
2. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
3. Assist children in giving and understanding simple explanations, information and instruction.
4. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories. (Auditory discrimination)
5. Model commenting, questioning, singing, and use of turn taking during conversations.
6. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information to role playing characters and situations.
7. Provide comments and questions to support elaboration of oral language.
8. Reinforce when children effectively communicate wants, feelings, ideas and needs.
9. Follow and give directions related to plurals (Pick up the toy. Pick up the toys.)

ENRICHMENT/SUPPORT

1. Model for peers' appropriate oral language.
2. Ask children to retell stories/events or describe investigations/projects.
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session-Emphasize correct grammar structures
3. Provide more opportunities for children to work collaboratively-using and responding to language (explaining, describing, negotiating).
4. Reinforce when children use correct grammar when describing, sharing or telling stories.
5. Use objects and pictures to help children with singular and plural concepts.
6. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
7. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL5c With modeling and support, use the conventions of standard English (Grammar):
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how)

What will Children be able to do...

1. Ask "WH" questions.
2. Answer "WH" questions.

ACTIVITIES

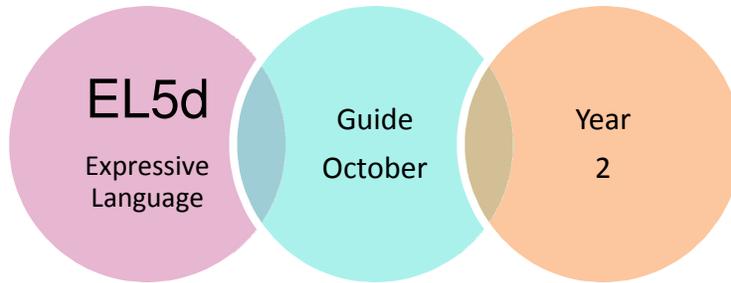
1. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
2. Assist children in giving and understanding simple explanations, information and instruction.
3. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories.
4. Model commenting, questioning, singing, and use of turn taking during conversations.
5. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information to role playing characters and situations.
6. Provide questions and answers to support elaboration of oral language.
7. Reinforce when children effectively communicate wants, feelings, ideas and needs.
8. Use picture clues and signs to help answer "WH" questions.
9. Role play scenarios in which questions are asked (take food orders in the "kitchen", guessing games.)
10. Provide information needed to answer a question, ask the question, and model the answer.

ENRICHMENT/SUPPORT

1. Ask children to ask/answer more complex questions during show and tell or project explanations, etc.
2. Ask children to help ask others for survey questions or what questions the class may want to "research" for an investigation.
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session
3. Provide more opportunities for children to work collaboratively using and responding to language (questioning, explaining, describing, negotiating).
4. Give children short focused descriptions to help ask/answer questions.
5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL5d With modeling and support, use the conventions of standard English (Grammar):
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

What will Children be able to do...

1. Receptively identify concepts such as in, out, on, off, by, and with.
2. Use prepositions in sentences such as to, from, in, out, off, for, of, by, and with.

ACTIVITIES

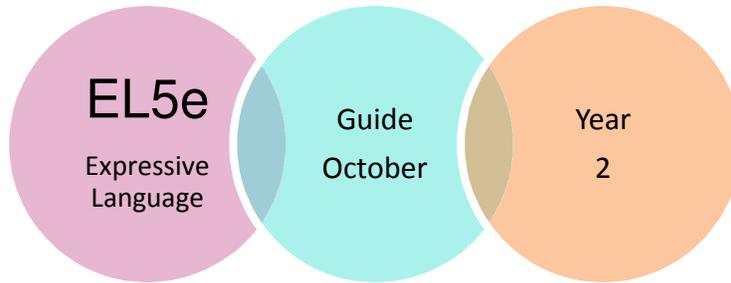
1. Model using new words in conversation and play (games like Simon Says, etc.)
2. Model positions; make books with the children behind the apple, beside the apple.
3. Act out new vocabulary (interactive and shared read alouds)
4. Introduce new words in meaningful context using concrete objects.
5. Multiple reads of books to enhance understanding of vocabulary development.
6. Assist children in giving and understanding simple explanations, information, and instructions.
7. Provide opportunities for children to engage in pretend play with peers.
8. Share a variety of stories, fiction and nonfiction books, songs, and problems of increasing complexity.
9. Book discussions
10. Clean up time (put trains in the basket, put blocks on the shelf, etc.)
11. Following directions, Simon Says games,
12. Use cloze procedures.

ENRICHMENT/SUPPORT

1. Ask children to model positions
 2. Reinforce and ask children to use more complex concepts.
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
 2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session.
 3. Provide more opportunities for children to work collaboratively using and responding to language (explaining, describing, negotiating).
 4. Give children short focused descriptions.
 5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
 6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL5e With modeling and support, use the conventions of standard English (Grammar):
Produce and expand complete sentences in shared language activities.

What will Children be able to do...

1. Produce complete sentences and expand their ideas in complete sentences during shared language activities.

ACTIVITIES

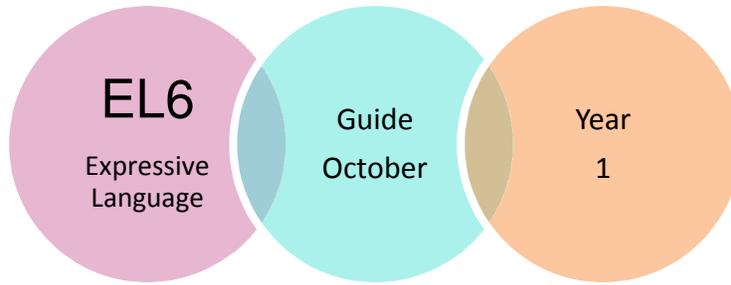
1. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
2. Assist children in giving and understanding simple explanations, information and instruction.
3. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories.
4. Model commenting, questioning, singing, and use of turn taking during conversations.
5. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information to role playing characters and situations.
6. Provide questions and answers to support elaboration of oral language.
7. Reinforce when children effectively communicate wants, feelings, ideas and needs.

ENRICHMENT/SUPPORT

1. Ask children to share their knowledge of a family tradition, investigation, "research" or project with the class.
 2. Ask children to create using a variety of media to assist a "presentation"
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
 2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session
 3. Provide more opportunities for children to work collaboratively using in responding to language (questioning, explaining, describing, negotiating).
 4. Give children short focused descriptions to help ask/answer questions.
 5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
 6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL6 With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)

What will Children be able to do...

1. Use new vocabulary/terms in conversations and shared reading experiences.

ACTIVITIES

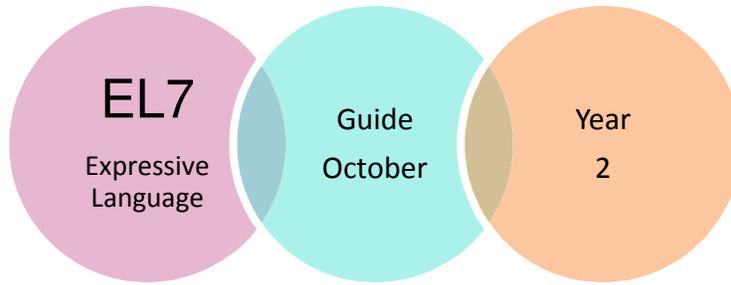
1. Sharing a variety of stories, nonfiction books, songs, poems that reflect family cultures and traditions.
2. Assist children in giving and receiving simple explanations, information and instruction.
3. Provide models of correct oral expression by focusing on language structures and patterns through songs, chants, lines, and stories.
4. Model commenting, questioning, singing, and use of turn taking during conversations.
5. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information to role playing characters and situations.
6. Provide questions and answers to support elaboration of oral language.
7. Reinforce when children effectively communicate wants, feelings, ideas and needs.

ENRICHMENT/SUPPORT

1. Ask children to share their knowledge of a family tradition, investigation, “research” or project with the class.
 2. Ask children to create using a variety of media to assist a “presentation”
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children communicate better with peers or during planned oral language activities.
 2. Ask children to draw a picture and parents to help “write” experiences from home such as a family trip or activities completed when school was not in session
 3. Provide more opportunities for children to work collaboratively using and responding to language (questioning, explaining, describing, negotiating).
 4. Give children short focused descriptions to help ask/answer questions.
 5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
 6. Provide children a range of opportunities, purposes, audiences, and situations that challenge them to use language in many different ways (socio-dramatic play, improvisation, story re-enactment)

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL7 With modeling and support, determine the meaning of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)

What will Children be able to do...

1. Use pictures to determine meanings of unknown words.
2. Use context of a conversation with prompts/support to understand a new concept.
3. Use objects to understand new concepts.

ACTIVITIES

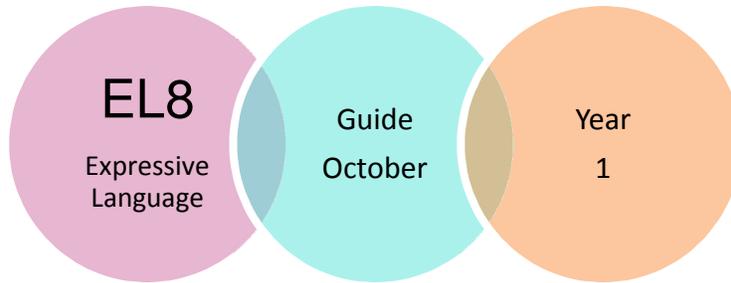
1. Language experience-Describe familiar people, places, things, ideas, creations, projects, and events during conversations, free play, class discussions, small group, reads, etc.
2. Use interactive read alouds as an opportunity to introduce children to new words – act out the meaning of new words (Let's pretend to "slumber")
3. Provide a print rich environment that encourages children to interact with print in meaningful ways (reading charts, recipes, webs)
4. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information situations using multiple means of expression (gestures, role-playing, drawings, pictures)
5. Model curiosity about words and word meanings.
6. Ask children what they might know about the word and attempt to guess the new word based on previously known knowledge, objects, or visual clues.
7. Use multiple senses and repetition when introducing new words or concepts (e.g., saying, draw, or demonstrate new words- Pretend to eat "broth".)
8. Provide opportunities to use new vocabulary words for integrating and generalizing them into conversations and activities.

ENRICHMENT/SUPPORT

1. Increase the level and complexity of new vocabulary words.
1. Provide multiple repetitions, visuals, and opportunities for individual and small group practice with singing, drawing, and acting out.
2. Assist children in linking to previous learned knowledge.
3. Home/School communication to assist children in generalizing to all environments.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL8 Identify real-life connections between words and their use. (Vocabulary)

What will Children be able to do...

1. Use known vocabulary words correctly and apply them in different activities or environments.
2. Make comments about words-their meaning when conversing, playing, participating in shared reading, participating in interactive read alouds or during free reads.

ACTIVITIES

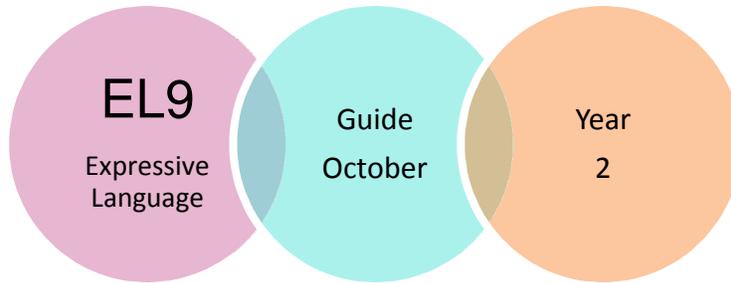
1. Language experience-Describe familiar people, places, things, ideas, creations, projects, and events during conversations, free play, class discussions, small group, reads, etc.
2. Use interactive read alouds as an opportunity to introduce children to new words – act out the meaning of new words (Let's pretend to "slumber")
3. Provide a print rich environment that encourages children to interact with print in meaningful ways (reading charts, recipes, webs)
4. Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations, and report information situations using multiple means of expression (gestures, role- playing, drawings, pictures)
5. Model curiosity about words and word meanings.
6. Ask children what they might know about the word and attempt to guess the new word based on previously known knowledge, objects, or visual clues.
7. Use multiple senses and repetition when introducing new words or concepts (e.g., saying, draw, or demonstrate new words- Pretend to eat "broth").
8. Provide opportunities to use new vocabulary words for integrating and generalizing them into conversations and activities

ENRICHMENT/SUPPORT

1. Increase the level and complexity of new vocabulary words.
1. Provide multiple repetitions, visuals, and opportunities for individual and small group practice with singing, drawing, and acting out.
2. Assist children in linking to previous learned knowledge.
3. Home/School communication to assist children in generalizing to all environments.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



EL9 With modeling and support, explore relationships between word meaning (e.g., categories of objects, opposites, verbs describing similar actions – walk, march, prance, etc...). (Vocabulary)

What will Children be able to do...

1. Use known vocabulary words correctly and apply it in different activities or environments.
2. Give opposites, categorize, and use multiple words to describe actions.
3. Make comments about words-their meaning when conversing, playing, participating in shared reading, participating in interactive read alouds or during free reads.

ACTIVITIES

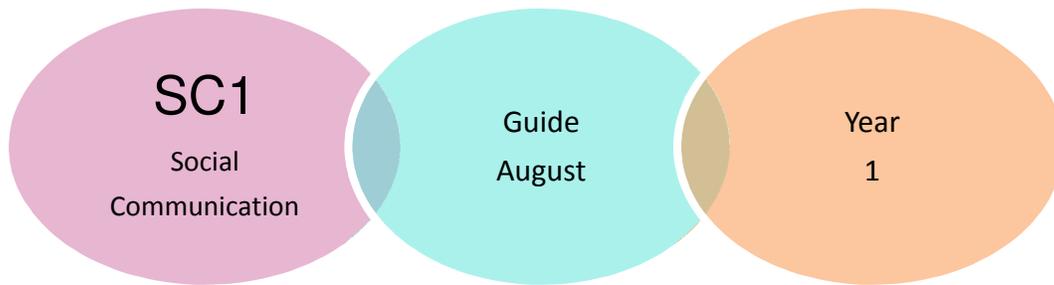
1. Language experience-Describe familiar people, places, things, ideas, creations, projects, and events during conversations, free play, class discussions, small group, reads, etc.
2. Create familiar environments with authentic props and print materials within the classroom (stores, zoos, offices, mail room, etc.)
3. Engage children in playful collecting, sorting, classifying, and labeling of items.
4. Use interactive read alouds as an opportunity to introduce children to new words – act out the meaning of new words (Let's pretend to "slumber")
5. Provide a print rich environment that encourages children to interact with print in meaningful ways (reading charts, recipes, webs)
6. Model curiosity about words and word meanings.
7. Ask children what they might know about the word and attempt to guess the new word based on previously known knowledge, objects, or visual clues.
8. Use multiple senses and repetition when introducing new words or concepts (e.g., saying, draw, or demonstrate New words- Pretend to eat "broth").
9. Provide opportunities to use new vocabulary words for integrating and generalizing them into conversations and activities
10. Categorize objects or pictures into similar groups such as farm animals, zoo animals, forest, animals, clothes, etc.

ENRICHMENT/SUPPORT

1. Increase the level and complexity of new vocabulary words, categories, and word play.
1. Provide multiple repetitions, visuals, and opportunities for individual and small group practice with singing, drawing, and acting out.
2. Assist children in linking to previous learned knowledge.
3. Home/School communication to assist children in generalizing to all environments.

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



SC1 With modeling and support follow typical patterns when communicating with others (e.g., listens to others takes turns talking and speaks about the topic or text being discussed).

What will Children be able to do...

1. Child will look at a speaker
2. Child will answer a simple question /ask a simple question
3. Make requests
4. When given a topic, children will comment or ask a question
5. Respond/comment about a book or topic of discussion
6. Offer relevant comments or on topic details

ACTIVITIES

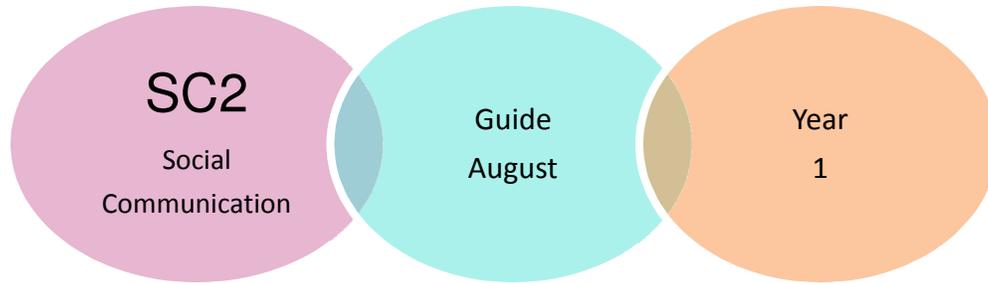
1. Circle discussions that model appropriate conversations (active listening, turn-taking, expanding a topic)
2. Interactive read aloud
3. Conversation starters at snack
4. Use open ended questions to continue a conversational exchange.
5. Encourage discussion of many points of view and critical thinking.
6. Model commenting, active listening, and asking clarifying questions.

ENRICHMENT/SUPPORT

1. Have them share information regarding a topic
 2. Make exchanges-encourage peer to peer conversations
-
1. Small groups with a peer model
 2. Taking turns with a physical activity
 3. Visuals-use props, objects, pictures, actions
 4. Asking clarifying questions-Show and Tell

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



SC2. With modeling and support, continue a conversation through multiple exchanges.

What will Children be able to do...

1. Look at a speaker
2. When given a topic, comment or ask a question
3. Respond/comment about a book or topic of discussion
4. Offer relevant comments or on topic details

ACTIVITIES

1. Circle discussions that model appropriate conversations (active listening, turn-taking, expanding a topic).
2. Interactive read aloud
3. Conversation starters at snack
4. Use open ended questions to continue a conversational exchange.
5. Encourage discussion of many points of view and critical thinking.
6. Model commenting, active listening, and asking clarifying questions.

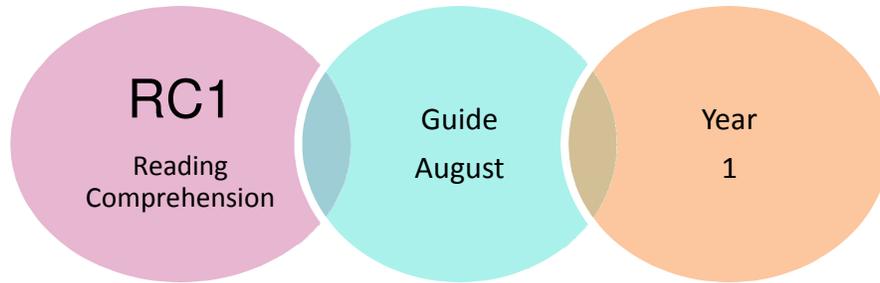
ENRICHMENT/SUPPORT

1. Have them share info regarding a topic
2. Make exchanges-encourage peer to peer conversations

1. Small groups with a peer model
2. Taking turns with a physical activity
3. Visuals-use props, objects, pictures, actions
4. Asking clarifying questions
5. Show and tell-adults facilitating model questions and prompts

ASSESSMENT

1. Personal Communication
2. Observations
3. DIAL -4
4. Parent input
5. Teacher-made standard-based assessments



RC1 Ask and answer questions and comment about characters and major events in familiar stories.

What will Children be able to do...

1. Answer literal “WH” questions related to a story.
2. Identify at least one character in a story.
3. Answer the question “What happened?”
4. Make an on-topic comment about the story.
5. Ask questions about the characters or major events of story.

ACTIVITIES

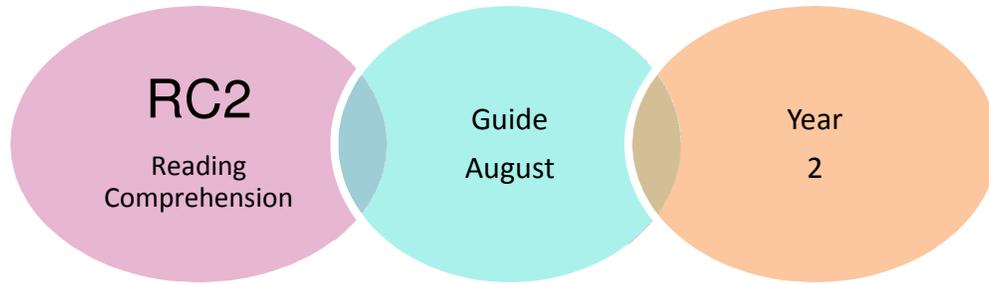
1. Interactive read alouds (ask children to act out new vocabulary, questions regarding details, characters, setting, predictions, cause/effect, and actions)
2. Shared reading
3. Free reads
4. Modeling asking and answering different types of questions (closed & open).
5. Picture walks of the story events

ENRICHMENT/SUPPORT

1. Sequencing events
 2. Retell a story
 3. Act out a story
 4. Change a part of the story
 5. Describe a character
 6. Make a new character
-
1. Visual clues
 2. Puppets
 3. Retelling-multiple reads
 4. Provide support by asking questions and giving the appropriate response or give the beginning sound of a response.

ASSESSMENT

1. Personal Communication
2. Observations
3. Teacher checklist
4. Teacher-made standard-based assessments



RC2 Retell or re-enact familiar stories.

What will Children be able to do...

1. Retell a familiar story with 3 to 4 events in correct order while staying on topic without adding details not in fact.
2. String multiple sentences together on one topic
3. Re-enact a familiar story using prompts and materials

ACTIVITIES

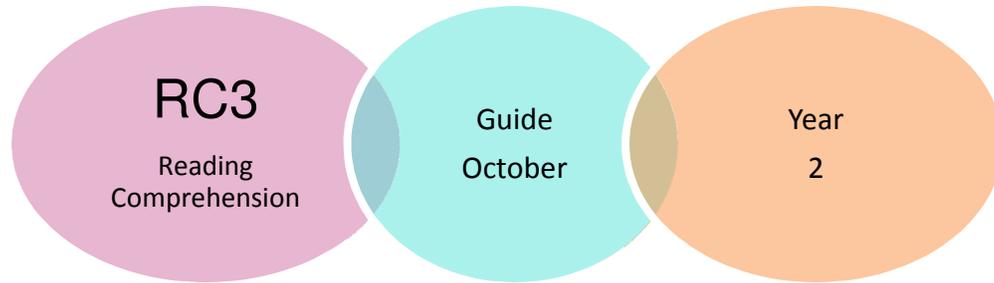
1. Use props (puppets, felt boards)
2. Draw books to retell story-use visuals
3. Interactive read alouds (ask children to act out new vocabulary, questions regarding details, characters, setting, predictions, cause/effect, and actions)
4. Shared reading
5. Free reads
6. Modeling asking and answering different types of questions (closed & open).
7. Picture walks of the story events

ENRICHMENT/SUPPORT

1. Change the ending
 2. Invent own story about the topic
-
1. Use visuals, objects, manipulatives, and props
 2. Visual sequence cards-order them -describe first, next, last
 3. Modeling/scaffold skills

ASSESSMENT

1. Observation
2. Video
3. Personal communication
4. Anecdotal notes
5. Teacher-made standard-based assessments



RC3 Identify characters and major events in a story.

What will Children be able to do...

1. Identify characters in a story.
2. Identify major events in a story (beginning, middle (conflict), ending).

ACTIVITIES

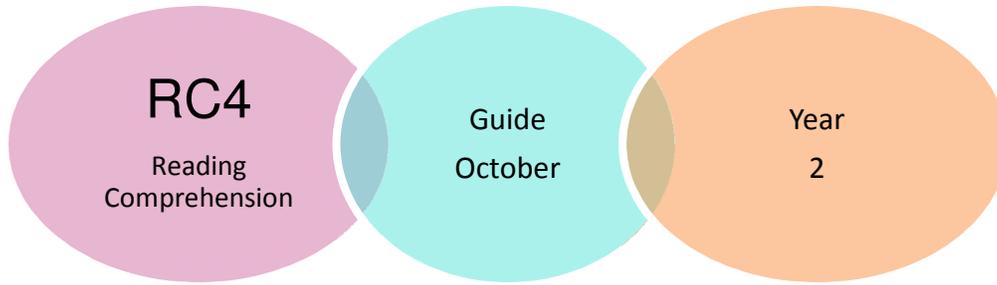
1. Discuss story as it is being read, making connections to previous knowledge, experiences, or stories.
2. Model asking and answering questions (open/closed).
3. Ask questions regarding characters and major events-model use of illustrations to answer questions.
4. Model predicting and open ended questions to encourage children to make reasonable predictions during stories.
5. Use interactive read alouds and shared reading to allow children to question, comment, or emphasize concepts of print.
6. Provide a variety of media and props to our children to demonstrate their understanding of text by retelling the stories (plays, flannel boards, book making, etc.)
7. Use pictures, objects and visuals (picture cards) to sequence the events of a story.
8. Provide opportunities for children to discuss characters and retell favorite books and stories. Read multiple versions of stories(different versions based on culture or author's version)
9. Name 2 to 4 objects in a given category.
10. Games (which one doesn't belong or is different?)

ENRICHMENT/SUPPORT

1. Encourage children to express opinions about the plot, characters, and events in a story.
 2. Provide opportunities for the children to create alternative endings to familiar books, make their own version of the story, use media to tell about a story, or use a particular style when writing their own text (thought bubbles, **BOLD** to emphasize etc.).
-
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
 2. Use pictures, puppets, media to discuss characters and events.
 3. Multiple reads and opportunities to discuss characters/events.
 4. Use visuals, webs, media, diagrams to assist in identifying characters and events.
 5. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher made standard based assessments



RC4 Demonstrate an understanding of the difference between fantasy and reality.

What will Children be able to do...

1. Identify some character or event that could be real.
2. Identify some character or event that is fantasy (not real).

ACTIVITIES

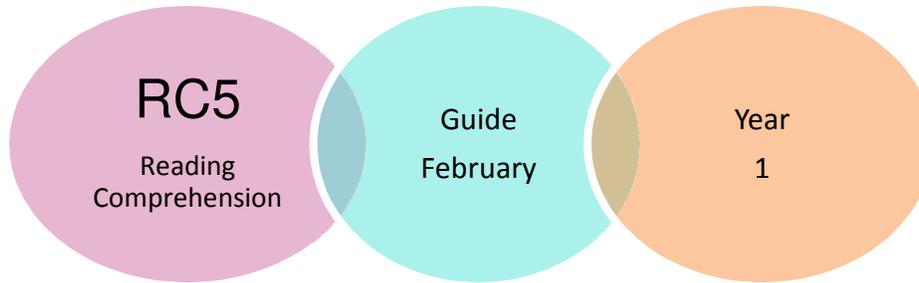
1. Provide a variety of informational text throughout the room allowing children to role-play real-life situations to gain information from text (e.g., reading recipe cards, checking maps, researching information on the computer, researching information and books).
2. Provide opportunities for children to represent characters and events from their favorite stories through a variety of media (dramatization, drawing, painting, singing and dancing).
3. Emphasize situations in which adults agreed to gain information (daily schedules, notes from parents, etc.)
4. Discuss a story as it is being read, making connections to previous knowledge, experiences, or stories.
5. Model asking and answering questions (open/closed and real vs. fantasy).
6. Ask questions regarding characters and major events-model use of illustrations to answer questions (Could this really happen? Do dogs talk?).
7. Use interactive read alouds and shared reading to allow children to question, comment, or emphasize concepts of print.
8. Use a variety of media and props with our children to demonstrate their understanding of text by retelling the stories (plays, flannel boards, book making, etc.)
9. Provide opportunities for children to discuss characters and retail favorite books and stories. Read multiple versions of stories (different versions based on culture or author's version)

ENRICHMENT/SUPPORT

1. Encourage children to express opinions about the plot, characters, and events in a story.
2. Provide opportunities for the children during Writer's Workshop to create alternative endings to familiar real, information or fantasy stories.
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
2. Use pictures, puppets, media to discuss characters and events (real versus fantasy)
3. Multiple reads and opportunities to discuss characters/events/real/informational/fantasy.
4. Use visuals, webs, media, diagrams to assist in identifying characters and events.
5. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



RC5 With modeling and support, describe what part of the story the illustration depicts.

What will Children be able to do...

1. Look at an illustration and describe what was happening in a story based on that picture.

ACTIVITIES

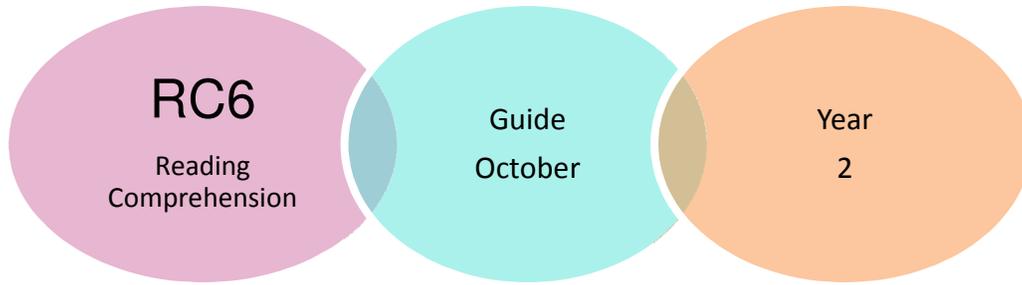
1. Provide opportunities for children to represent characters and events from their favorite stories through a variety of media (dramatization, drawing, painting, singing and dancing).
2. Discuss a story as it is being read, making connections to previous knowledge, experiences, or stories.
3. Ask questions regarding details/information-model use of illustrations to answer questions.
4. Ask questions regarding characters and major events-model use of illustrations to answer questions (e.g., How do you know how she feels-"She looks sad in the picture")
5. Use interactive read alouds and shared reading to allow children to question, comment, or emphasize concepts of print along with the illustrations.
6. Provide opportunities for children to discuss illustrations in their favorite books and stories. Read multiple versions of stories (different versions based on culture or author's version)

ENRICHMENT/SUPPORT

1. Cover the illustration, ask the children to draw an illustration to fit the text.
2. Ask children to create using a variety of media to assist a "presentation" or to represent a different ending to a story or text.
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children understand how pictures help us understand a story or experience.
2. Ask children to draw a picture and parents to help "write" experiences from home such as a family trip or activities completed when school was not in session
3. Provide more opportunities for children to work collaboratively using and responding to language (explaining, describing, negotiating).
4. Give children short focused descriptions.
5. Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



RC6 With modeling and support, name the author and illustrator of a story and what part each person does for a book.

What will Children be able to do...

1. Identify that an author writes the words (story) of a book.
2. Identify that an illustrator creates the pictures for a book.

ACTIVITIES

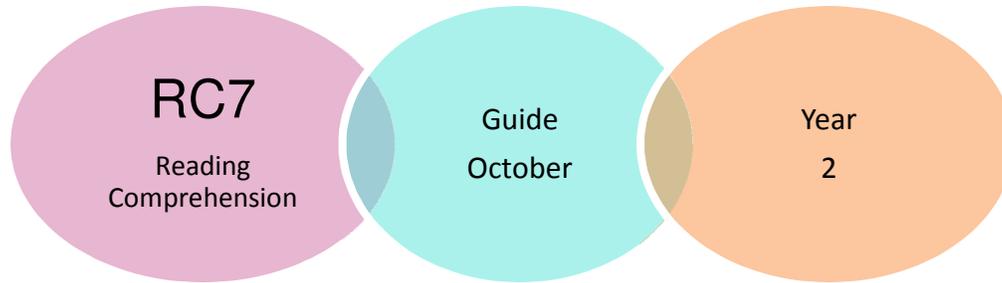
1. Use “Author Studies” (reading multiple books by the same author) to highlight an author’s style of writing (e.g., Eric Carle, Jan Brett, Eric Litwin (Pete the Cat), Jez Alborough (speech bubbles).
2. Use “Illustrator Studies” to highlight an illustrator’s style of creating art for a story (e.g., Eric Carle, Donald Crews, Lois Ehlert, Helen Oxenbury, Eric Hill, Rosemary Wells, Tana Hoban)
3. Create a book using a concept of print from an author study.
4. Create illustrations for a book using a media that a particular illustrator uses.
5. Use interactive read alouds and shared reading to allow children to question, comment, or emphasize concepts of print, author and illustrator styles.

ENRICHMENT/SUPPORT

1. Encourage children to express opinions about the plot, characters, and events in a story.
2. Provide opportunities for the children during Writer’s Workshop to create alternative endings to familiar real, information or fantasy stories.
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
2. Use pictures, puppets, media to discuss characters, authors, illustrators, and events.
3. Multiple reads and opportunities to discuss authors/illustrators/characters/events/real/informational/fantasy.
4. Use visuals, webs, media, diagrams to assist in identifying characters, events, authors, illustrators.
5. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



RC7 With modeling and support, identify the topic of an informational text that has been read aloud.

What will Children be able to do...

1. Answer "What did this book teach us?" or "What did this book tell us?"

ACTIVITIES

1. Discuss the text as it is being read, making connections to previous knowledge or experiences.
2. Model asking and answering questions (open/closed).
3. Ask questions regarding details/information-model use of illustrations to answer questions.
4. Model predicting and open-ended questions to encourage children to make reasonable hypotheses based on current information.
5. Use a variety of media to explore a topic (research books, computer) allow children to question, comment, or emphasize new knowledge.
6. Provide a variety of media and props with our children to demonstrate their understanding of text by retelling information or what they have learned.
7. Use pictures, objects and visuals (picture cards) to show information.
8. Provide opportunities for children to discuss information. Read multiple or a variety of informational text.

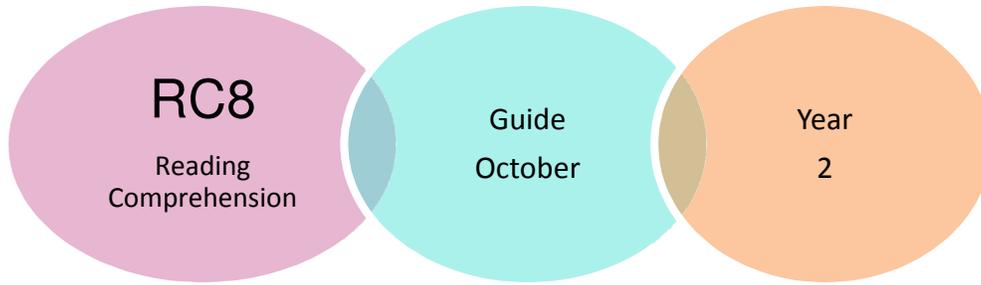
ENRICHMENT/SUPPORT

1. Encourage children to express opinions about the topic and details of informational text.
2. Provide opportunities for the children to create their own informational familiar books, use media to tell about a specific topic, or create something to represent what they learned.

1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
2. Use pictures, puppets, media to discuss text.
3. Multiple reads and opportunities to discuss new knowledge and research
4. Use visuals, webs, media, diagrams to assist in identifying new concepts/information.
5. Pre-teach concepts (asking/answering questions) prior to new concepts.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



RC8 With modeling and support, describe, categorize and compare and contrast information in informational text.

What will Children be able to do...

1. Tell about the details in an informational text.
2. Categorize details of informational text.
3. Compare and contrast information from informational text.

ACTIVITIES

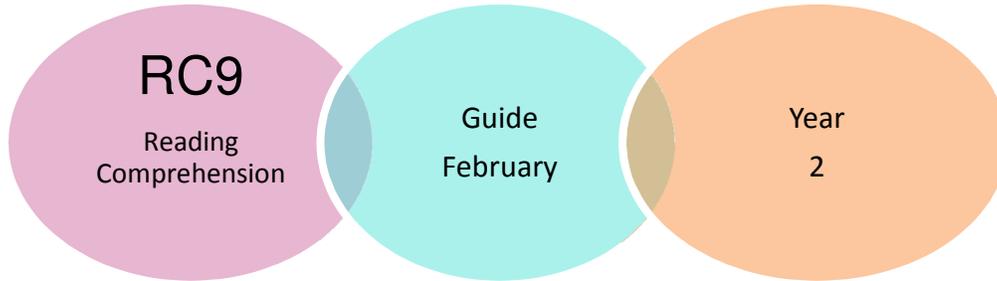
1. Discuss the text as it is being read, making connections to previous knowledge or experiences.
2. Model asking and answering questions (compare/contrast/details/categorize)
3. Ask questions regarding details/information-model use of illustrations to answer questions.
4. Model predicting an open-ended question to encourage children to make reasonable hypotheses based on current information.
5. Use a variety of media to explore a topic (research books, computer) allow children to question, comment, or emphasize new knowledge.
6. Use a variety of media and props to our children to demonstrate their understanding of text by retelling information or what they have learned.
7. Use pictures, objects and visuals (picture cards) to show information.
8. Provide opportunities for children to discuss information. Read multiple or a variety of informational text.

ENRICHMENT/SUPPORT

1. Encourage children to express opinions about the topic and details of informational text, present new concepts-help web or Venn Diagram
2. Provide opportunities for the children to create their own informational familiar books, use media to tell about a specific topic (compare/contrast), or create something to represent what they learned.
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
2. Use pictures, puppets, media to discuss text.
3. Multiple reads and opportunities to discuss new knowledge and research
4. Use visuals, webs, media, diagrams to assist in identifying new concepts/information.
5. Pre-teach concepts (asking/answering questions) prior to new concepts.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



RC9 With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).

What will Children be able to do...

1. Tell about the details in a story or two texts.
2. Demonstrate understanding of same and different.
3. Compare and contrast information from two texts or stories.

ACTIVITIES

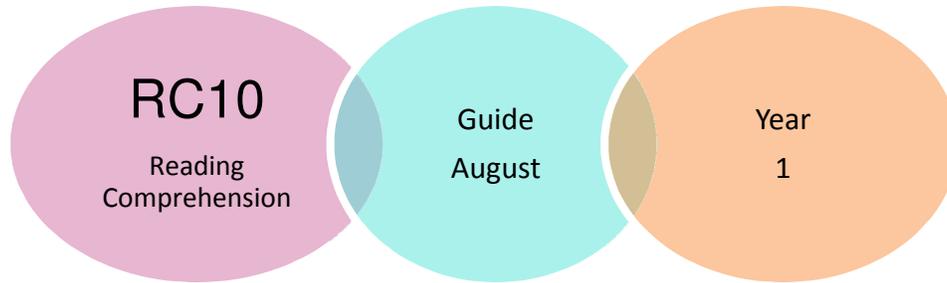
1. Discuss the text as it is being read, making connections to previous knowledge or experiences.
2. Model asking and answering questions (compare/contrast/details/categorize)
3. Ask questions regarding details/information-model use of illustrations to answer questions.
4. Use a variety of media to explore a topic (research books, computer) allow children to question, comment or emphasize new knowledge.
5. Use a variety of media and props to our children to demonstrate their understanding of text by retelling information or what they have learned.
6. Use pictures, objects and visuals (picture cards) to show information.
7. Provide opportunities for children to discuss information.
8. Provide opportunities for children to discuss characters and retell favorite books and stories.
Read multiple versions of stories (different versions based on culture or author's version)

ENRICHMENT/SUPPORT

1. Ask the children to create a way to represent similarities or differences by using some form of media.
2. Compare and contrast more complex ideas or text.
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
2. Use pictures, puppets, media to discuss text.
3. Multiple reads and opportunities to discuss new knowledge and research
4. Use visuals, webs, media, diagrams to assist in identifying comparing/contrasting new concepts/information.
5. Pre-teach concepts (asking/answering questions) prior to new concepts.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



RC10 Actively engage in group reading with purpose and understanding.

What will Children be able to do...

1. Listen and attend to a speaker
2. Participate by reciting text-choral reading
3. Answer simple questions about the reading.
4. Make simple predictions about the reading

ACTIVITIES

1. Interactive read alouds
2. Shared reading
3. Chanted nursery rhymes and songs
4. Share stories with strong characters, repetitious text, clear and simple storylines and predictable outcomes
5. Provide a wide variety of materials and props and many opportunities for children to demonstrate and represent their understanding of text (e.g., puppets, flannel boards, drawing, scripting, overexpression, dramatization)

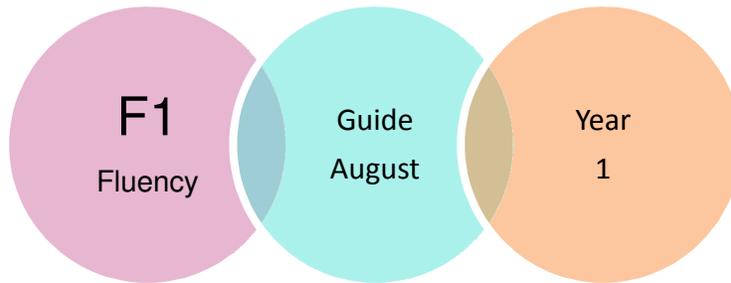
ENRICHMENT/SUPPORT

1. Ask the children to lead-demonstrate one-to-one reading as an example
2. Ask children to create alternative endings to familiar stories.
3. Ask "What might have happened if..."

1. Give visuals
2. Books to music
3. Social stories before the story
4. Pre-teach vocabulary, questions/answers, and key elements of story.
5. Model using illustrations as a reference.
6. Ask community members to read books in the children's native language.
7. Extend targeted vocabulary and other activities to assist in generalizing knowledge to other areas and make connections.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



F1. With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable text.

What will Children be able to do...

1. Focus on speaker
2. Look at print
3. Repeat/recite using correct phrasing

ACTIVITIES

1. Model behaviors and reading strategies for children to follow (e.g., written expression, vary voice-tone, pitch, and characterization.)
2. Shared reading
3. Nursery rhymes/"Sing alongs"-engage the children and singing, chanting and reciting stories, poems, and nursery rhymes.
4. Books on tape
5. Multiple reads of familiar, favorite stories and books of interest to children through shared and interactive reading; draw attention to print.
6. Provide opportunities to retell reenact stories using a variety of media and dramatization.
7. Provide a large and diverse collection of children's books (fiction and nonfiction), poems and nursery rhymes for children to select during free time and/or to take home.

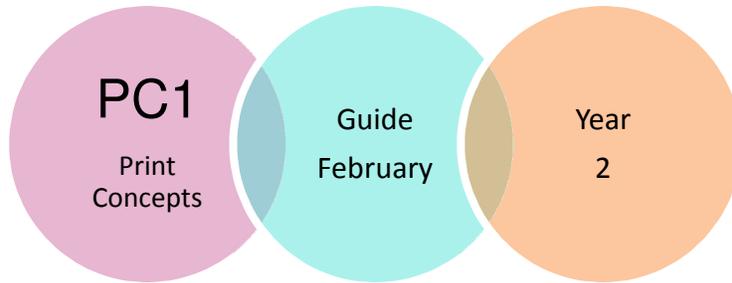
ENRICHMENT/SUPPORT

1. Lead the group
2. Read independently

1. Provide a variety of books, charts, pointers, visuals, props
2. Multiple reads
3. Provide opportunities to retell reenact stories using a variety of media and dramatization-Ask children to use props, give part of the phrasing, say together, etc.
4. Ask parents and volunteers to assist in generalizing the children's knowledge by reciting songs, rhymes, and text at home.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



PC1 Demonstrate an understanding of basic conventions of print in English and other languages.

What will Children be able to do...

1. Demonstrate understanding that letters make up words by identifying the difference between a letter and a word; a word and a sentence.
2. Identify that spaces separate words.
3. Identify that letters make sounds.

ACTIVITIES

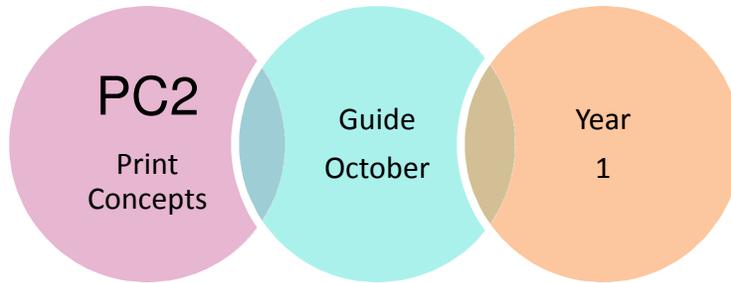
1. Model reading behaviors such as holding the book correctly, tracking words on a page (left to right during shared or interactive read alouds).
2. Identify pictures and words on a page; discuss the differences between individual alphabet letters and words, spaces between words, and sounds associated with letters.
3. Converse with children on concepts of print and books (letter/sound correspondence, periods, exclamation points).
4. Writer's Workshop-Make books with inventing spelling, spacing between words and punctuation
5. During shared writing activities (news, letters, invitations, notes, webs, diagrams, model correct use of concepts of print-demonstrating upper/lowercase letters, letters versus words, right to left progression, spacing, punctuation, words versus sentences, etc.)
6. Identify how a word is pronounced as it is written.
7. Provide pictures with words to emphasize letter sequences have meaning.

ENRICHMENT/SUPPORT

1. Ask children to read/make their own books using correct
2. Writer's Workshop-Extend to more complex ideas, writing, etc.
1. Provide more time, give support through visuals or prompt part of the answer, model writing and reading.
2. Multiple reads and opportunities to discuss concepts of print (reading and writing).
3. Use visuals, webs, media, diagrams, shared writing, shared reading, interactive read alouds to assist in identifying concepts of print.
4. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



PC2 Orient books correctly for reading and turn pages one at a time.

What will Children be able to do...

1. Hold books right side up and turn pages one at a time from front to back.
2. Identify that people read pages from the top to bottom.

ACTIVITIES

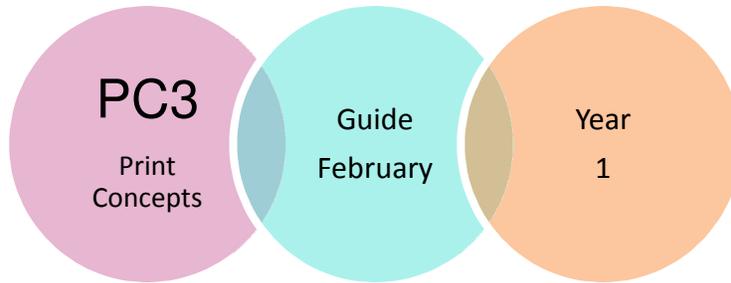
1. Model reading behaviors such as holding the book correctly, tracking words on a page (left to right during shared or interactive read alouds).
2. Identify pictures and words on a page; discuss the differences between individual alphabet letters and words.
3. Converse with children on concepts of print and books (front/back cover, title page, author, illustrator).
4. Writer's Workshop-Make books with front/back covers, title page, and identify author/illustrator.
5. During shared writing activities (news, letters, invitations, notes, webs, diagrams, model correct use of concepts of print-demonstrating upper/lowercase letters, letters versus words, right to left progression, spacing, punctuation, words versus sentences, etc.)

ENRICHMENT/SUPPORT

1. Ask children to read/make their own books using correct orientation and page turning.
 2. Guided reading
-
1. Provide more time, give support through visuals or prompt part of the answer, model asking/answering.
 2. Multiple reads and opportunities to discuss orientation and concepts of print.
 3. Use visuals, webs, media, diagrams, shared writing, shared reading, interactive read alouds to assist in identifying concepts of print.
 4. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading.

ASSESSMENT

1. Observations
2. Personal Communication
3. Video
4. Teacher-made standard-based assessments



PC3 Demonstrate an understanding that print carries meaning.

What will Children be able to do...

1. Given text or paper, “read” or “write” a word.

ACTIVITIES

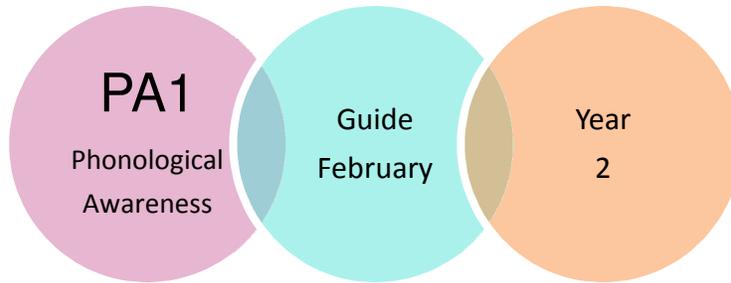
1. Model reading behaviors such as holding the book correctly, tracking words on a page (left to right during shared or interactive read alouds).
2. Identify pictures and words on a page; discuss the differences between individual alphabet letters and words, spaces between words, and sounds associated with letters.
3. Converse with children on concepts of print and books (letter/sound correspondence, periods, exclamation points).
4. Writer’s Workshop-Make books with inventing spelling, spacing between words and punctuation
5. During shared writing activities (news, letters, invitations, notes, webs, diagrams, model correct use of concepts of print-demonstrating upper/lowercase letters, letters versus words, right to left progression, spacing, punctuation, words versus sentences, etc.)
6. Identify how a word is pronounced as it is written.
7. Provide pictures with words to emphasize letter sequences have meaning.
8. Provide multiple opportunities for children to “read” and “write” in the classroom.

ENRICHMENT/SUPPORT

1. Begin to identify words.
2. Guided reading
3. Writer’s Workshop-Creat on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
1. Provide more time, give support through visuals or prompt part of the answer, model writing and reading.
2. Multiple reads and opportunities to discuss concepts of print (reading and writing).
3. Use visuals, webs, media, diagrams, shared writing, shared reading, interactive read alouds to assist in identifying concepts of print.
4. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading)

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



PA1 With modeling and support, recognize and produce rhyming words.

What will Children be able to do...

Using real or nonsense words (one syllable words):

1. Discriminate between same and different sounds
2. Give a pair of words, identify rhyme or not real/nonsense word
3. Given a target word and a field of three choices, choose the one that rhymes
4. Given a target word, produce a rhyme

ACTIVITIES

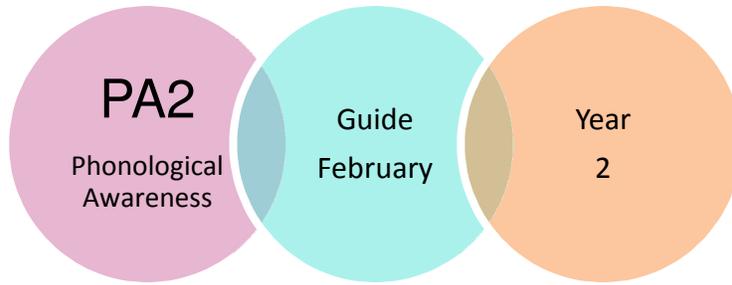
1. Provide opportunities for children to sing, dance, and recite nursery rhymes/songs.
2. Encourage children to play with sounds and rhymes through a variety of games, songs, and text.
3. Model reading behaviors during interactive read alouds and shared reading with books that rhyme, repeat, and/or have predictable patterns.
4. Provide experiences for children to listen (games/activities) for environmental sounds, rhymes, similar and different sounds.
5. Ask children to complete the rhymes by allowing them to finish the rhyme.

ENRICHMENT/SUPPORT

1. Word family study
2. Produce their own nursery rhyme, invent something new / or change a nursery rhyme or parts of a nursery rhyme
1. Listening Games (animal, outside, inside, rhyming words)
2. Use Visual Cues
3. Games to Hear ending sounds
4. Do a Gesture when you hear a change in the music or sounds
5. Games involving rhyming

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher made standard based assessments



PA2 With modeling and support recognize words in spoken sentences.

What will Children be able to do...

1. Recognize words spoken in sentences.

ACTIVITIES

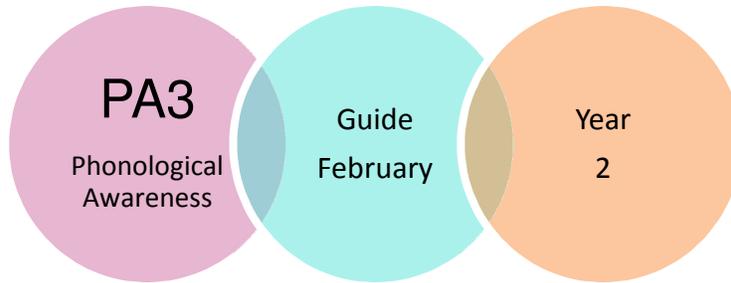
1. Provide opportunities for children to sing, dance, and recite nursery rhymes/songs.
2. Encourage children to play with sounds and rhymes through a variety of games, songs, and text.
3. Model reading behaviors during interactive read alouds and shared reading with books that rhyme, repeat, and/or have predictable patterns.
4. Provide experiences for children to listen (games/activities) for environmental sounds, rhymes, similar and different sounds).
5. Clap out words
6. Songs-Emphasizing rhymes and word play.
7. Name/Word Puzzles
8. Sentence Strips; Word Strips-Magnetic Letters

ENRICHMENT/SUPPORT

1. Word family study
 2. Increase complexity of sentences-decrease modeling and support.
-
1. Listening Games
 2. Use Visual Cues (Pictures paired with words)
 3. Writing
 4. Do a Gesture when you hear a change in the music or sounds
 5. Games involving rhyming

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



PA3 With modeling and support identify, blend and segment syllables in spoken words.

What will Children be able to do...

1. Identify how many parts are in a given word.
2. Identify what is left when one of the segments is removed from a word.
3. Given two individual segments, produce the word

ACTIVITIES

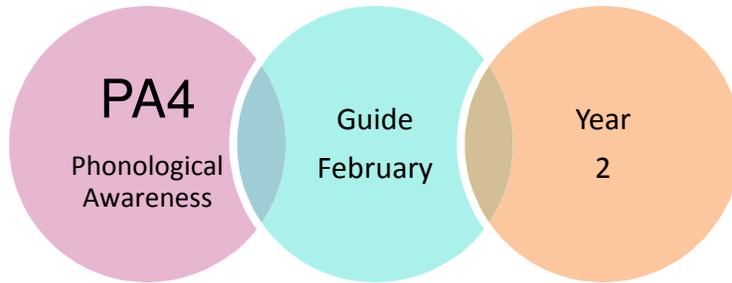
1. Clapping out syllables
2. Songs-Emphasizing rhymes and word play.
3. Literature
 - a) shared reading
 - b) interactive read alouds
4. Name Puzzles
5. Sentence Strips; Word Strips-Magnetic Letters

ENRICHMENT/SUPPORT

1. Counting syllables
 2. More or Less – Comparing / Contrasting words
 3. Increase complexity of the word
-
1. Rhythm
 2. Act it out
 3. Listening to sequence of sounds
 4. Repeating sounds and patterns (Movement)

ASSESSMENT

1. Observations
2. Personal Communication
3. GGG
4. Teacher-made standard-based assessments



PA4 With modeling and support, orally blend and segment familiar compound words.

What will Children be able to do...

1. Given a compound word, children will identify the 2 smaller words
2. Given 2 smaller words, children will combine words to make a compound word.

ACTIVITIES

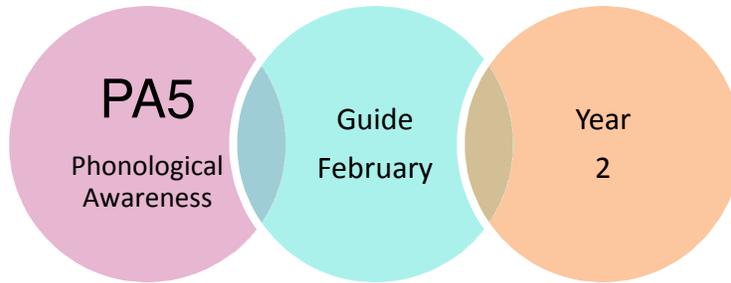
1. Two piece compound word puzzles with visual cues
2. Matching games – Is that a word?
3. Support through interactive read aloud –shared reading books with word play
4. Word play with music, dance, movement, songs, and stories.

ENRICHMENT/SUPPORT

1. Identify their own compound words; playing with words
 2. Make a compound word book with illustrations.
-
1. Multiple opportunities to practice and pre-teach the concept of a word
 2. Use visuals-2 pictures = combine to make a compound word.
 3. Practice Listening to segmenting words.

ASSESSMENT

1. Observations
2. Personal Communication
3. GGG
4. Teacher-made standard-based assessments



PA5 With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.

What will Children be able to do...

One Syllable

1. Will identify individual sounds in words
2. Given individual sounds will produce the sounds

ACTIVITIES

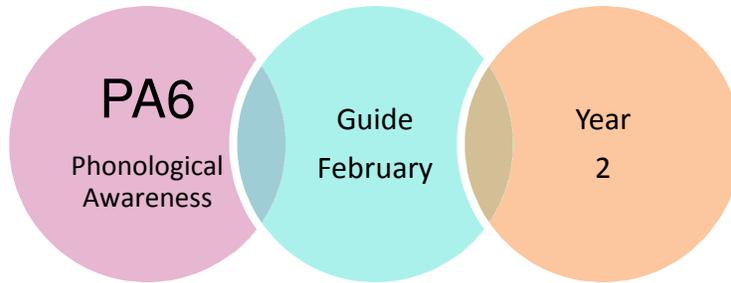
1. Word play through words and literature; emphasize letter-sounds and manipulating the beginning or ending sounds of words. (If we changed the /m/ sound in mat to /s/, what would the word be?"
2. Provide opportunities for children to sing, dance, and recite nursery rhymes/songs.) Encourage children to play with sounds and rhymes through a variety of games, songs, and text.
3. Provide experiences for children to listen (games/activities) for environmental sounds, rhymes, similar and different sounds.
4. Ask children to finish a rhyme in a sentence (Jack and Jill went up the _____).
5. Create a print rich environment as well as discussing print concepts in meaningful, relevant ways for children. Daily Schedule, News, Menus, Dramatic Play props, labeled materials, etc.)
6. Alphabet letter sorts
7. Singing the alphabet song-Play with letter and letter sound relationships in songs, rhymes, and stories.
8. During shared read alouds and sing-a-longs, provide opportunities to demonstrate knowledge of letters.
9. Provide opportunities to play with letters and letter sounds such as using magnetic letters, letters in sand, and puzzles.
10. During shared writing, emphasize letters and letter sounds.
11. Letter sounds hunts

ENRICHMENT/SUPPORT

1. Word families
 2. Change the one set or rhyme to make new words
-
1. Focus on letter sounds
 2. Provide more time, give support through visuals or prompt part of the answer, model writing and reading.
 3. Multiple opportunities to play with words in a variety of ways.
 4. Use visuals, webs, media, diagrams, shared writing, shared reading, interactive read alouds to assist in identifying concepts of print.
 5. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



PA 6. With modeling and support identify initial and final sounds in spoken words.

What will Children be able to do...

1. Given a word, give the initial and ending sounds.
2. Will recognize when words begin initial sounds or end with same ending sounds.

ACTIVITIES

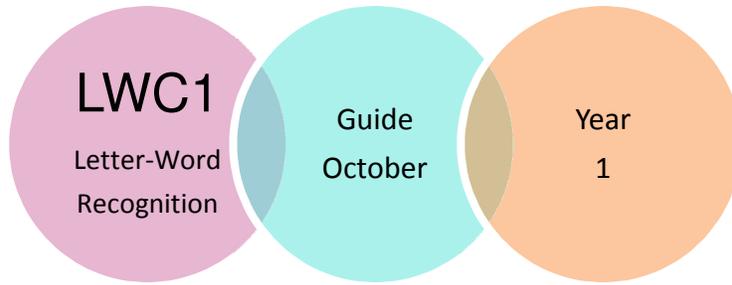
1. Given a field of 3 words, identify 2 words with same beginning and ending sounds.
2. Word play through words and literature; emphasize letter-sounds and identifying the beginning or ending sound of words. (What do you hear at the end of bat? What is another word that begins with the /b/ sound like bat? Point to the picture with the ending sound like bat. Point to a picture that begins like bat).
3. Provide opportunities for children to sing, dance, and recite nursery rhymes/songs.. Encourage children to play with sounds and rhymes through a variety of games, songs, and text.
4. Provide experiences for children to listen (games/activities) for environmental sounds, rhymes, similar and different sounds.
5. Create a print rich environment as well as discussing print concepts in meaningful, relevant ways for children. (Daily Schedule, News, Menus, Dramatic Play props, labeled materials, etc.)
6. Singing the alphabet song-Play with letter and letter sound relationships in songs, rhymes, and stories.
7. During shared read alouds and sing-a-longs, provide opportunities to demonstrate knowledge of letters and their sounds.
8. Provide opportunities to play with letters and letter sounds such as using magnetic letters, letters in sand, and puzzles.
9. During shared writing, emphasize letters and letter sounds.
10. Letter sounds hunts

ENRICHMENT/SUPPORT

1. Tell or write words that have the same beginning and ending words.
 2. Change beginning and ending sounds to make new words.
 3. Increase the complexity of words (blends, etc.)
-
1. More opportunities to play and listen to letter sounds
 2. Provide more time, give support through visuals or prompt part of the answer, model writing and reading.
 3. Multiple opportunities to play with words in a variety of ways.
 4. Use visuals, webs, media, diagrams, shared writing, shared reading, interactive read alouds to assist in identifying concepts of print.
 5. Pre-teach concepts (asking/answering questions) prior to interactive read alouds and shared reading

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



LWC1 With modeling and support recognize and “read” familiar words or environmental print.

What will Children be able to do...

1. Read his or her own first name
2. Read some peers' names
3. Read targeted environmental print (Stop, exit, McDonalds, woman, men, boys, girls etc.)

ACTIVITIES

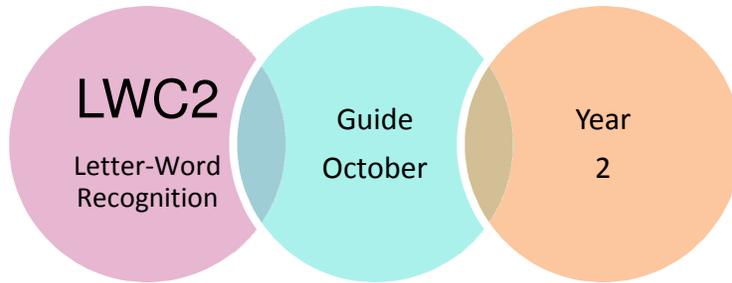
1. Sign in
2. Snack placements
3. Helper
4. Circle time
5. Various name game songs
6. Writing center models
7. Dramatic play
8. Community helper
9. Role play

ENRICHMENT/SUPPORT

1. Last names
 2. More environmental print
-
1. Recognize pictures
 2. Recognize visuals
 3. Match peers to pictures

ASSESSMENT

1. Observations
2. Personal Communication
3. Games
4. Teacher-made standard-based assessments



LWC2 With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.

What will Children be able to do...

1. Name all the letters in their name
2. Recognize some letter in their last name
3. Recognize some letters in a friend's name

ACTIVITIES

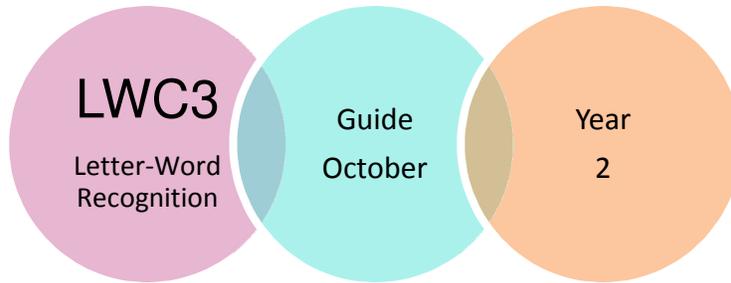
1. Name games
2. Name puzzles
3. Match upper to lower case letters
4. Letter sorts (put all the "A's" here, "B's" here, etc.)
5. Rainbow names (Ask children to trace over their name written in yellow with a variety of marker colors)
6. Letter hunts (find the letter "B")

ENRICHMENT/SUPPORT

1. All the letters upper and lower case
 2. Identify all letters in their last name
-
1. Small group instruction – focus
 2. Match letters
 3. Recognize
 4. Customized ABC books to their interests

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



LWC3 With modeling and support demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.

What will Children be able to do...

1. Given a letter and number, identify the letter.
2. Identify a letter in a visual field of other items.
3. When shown an alphabet, point to a letter when asked.
4. Give a letter when asked to name a letter or identify one.

ACTIVITIES

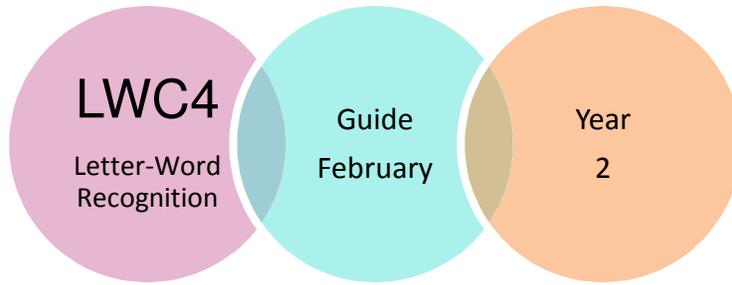
1. Create a print rich environment as well as discussing print concepts in meaningful, relevant ways for children. (Daily Schedule, News, Menus, Dramatic Play props, labeled materials, etc.)
2. Alphabet letter sorts
3. Singing the alphabet song-Play with letter and letter sound relationships in songs, rhymes, and stories.
4. During shared read alouds and sing-a-longs, provide opportunities to demonstrate knowledge of letters.
5. Provide opportunities to play with letters and letter sounds such as using magnetic letters, write letters or use magnetic letters in sand, and puzzles.
6. During shared writing, emphasize letters and letter sounds.
7. Letter Hunts

ENRICHMENT/SUPPORT

1. Name and identify all letters
 2. Create their own alphabet books
-
1. Matching games
 2. Special books
 3. Visuals/Signs
 4. Provide multiple opportunities for small and individual practice emphasizing identifying letters.

ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments



LWC 4. With modeling and support, recognize the sounds associated with letters.

What will Children be able to do...

1. Given a letter, produce the sound (B says /B/)
2. Given a letter sound, identify the letter. (/B/ is B)

ACTIVITIES

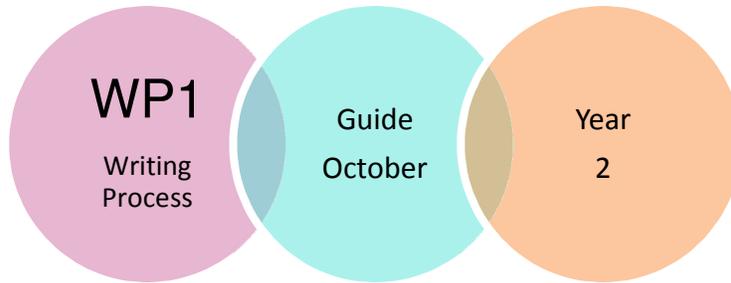
1. Magnetic letter games
2. Songs – Changing the letter-letter sounds in songs.
3. Calendar
4. Helper Name
5. News

ENRICHMENT/SUPPORT

1. Use the sounds to make words
 2. Attempt writing-invented spelling (Writer's Workshop)
 3. Sounding out words when writing
 4. Phonetic Spelling ex: CRT for cart
-
1. Hearing differences in sounds within the environment
 2. Sound discrimination
 3. Listening activities
 4. Word play with sounds
 5. Imitating after a model

ASSESSMENT

1. Personal Communication
2. Teacher-made standard-based assessments



WP1 Use 3-finger grasp of dominate hand to hold a writing tool.

What will Children be able to do...

1. Use 3-finger grasp of dominate hand to hold a writing tool.

ACTIVITIES

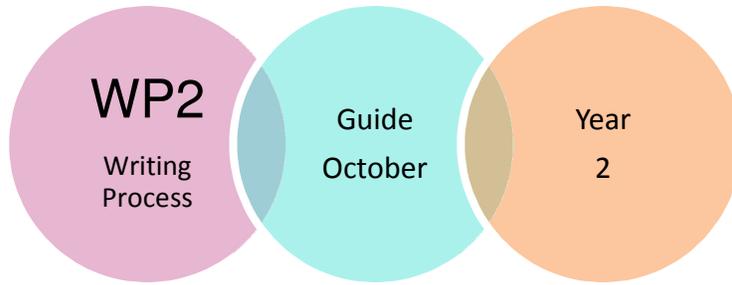
1. Have children participate in fine motor activities in fine motor boxes that accent finger strength, dexterity, manipulation, and coordination (string beads, lacing cards, blocks, Legos, punch activities)
2. Ask children to pour their own drinks at snack from a small pitcher.
3. Art activities: gluing, cutting, coloring, painting, tearing paper
4. Floor activities: puzzles, coloring, activities while lying on stomach on floor
5. Writer's Workshop-book making, writing/illustrating stories, messages, or invitations.
6. Encourage independence during toileting with clothes: snapping, buttoning, zipping.
7. Dramatic Play-costumes for the children and clothes for dolls.

ENRICHMENT/SUPPORT

1. Ask children to create more complex art projects
 2. Research using technology-computer, iPad
-
1. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
 2. Provide more opportunities for practice on fine motor activities: Buttoning, zipping, snapping, etc.
 3. Provide fine motor boxes to families to practice skills at home.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WP2 Demonstrate an understanding of the structure and function of print.

What will Children be able to do...

1. Demonstrate understanding that certain symbols represent sounds, words, names by identifying names, pointing out a word, showing they have “written” something, and/or writing their name.

ACTIVITIES

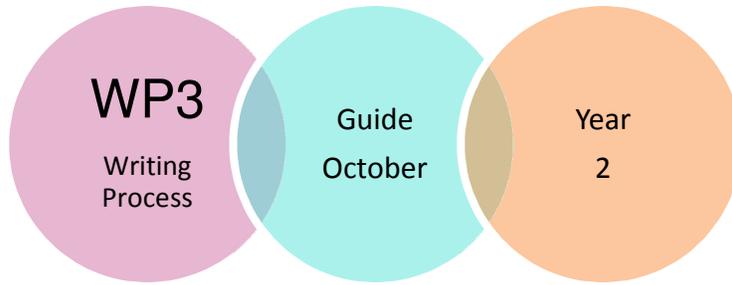
1. Interactive and shared writing activities-demonstrating correct formation of letters.
2. Multiple, authentic opportunities to see and use their name (attendance, lockers, take-home folders)
3. Writer’s Workshop-to experiment with “writing” and being an “author” and “illustrator”.
4. Provide resources to assist in copying or writing words (alphabet books, word charts/walls/books, iPad resources, magnetic letters, rainbow writing, etc.)

ENRICHMENT/SUPPORT

1. Extend Writer’s Workshop to take on more complex writing.
 2. Ask children to write about a project, invite a friend, or write a letter to someone.
-
1. Provide multiple opportunities to practice with “writing” (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
 2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
 3. Provide more opportunities for practice on fine motor activities: Buttoning, zipping, snapping, etc.
 4. Provide fine motor boxes to families to practice skills at home.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WP3 With modeling and support, print letters in own name and other meaningful words with mock letters and some actual letters.

What will Children be able to do...

1. Write his/her name with at least two actual letters.
2. "Write" other meaningful words with mock and some actual letters (at least two).

ACTIVITIES

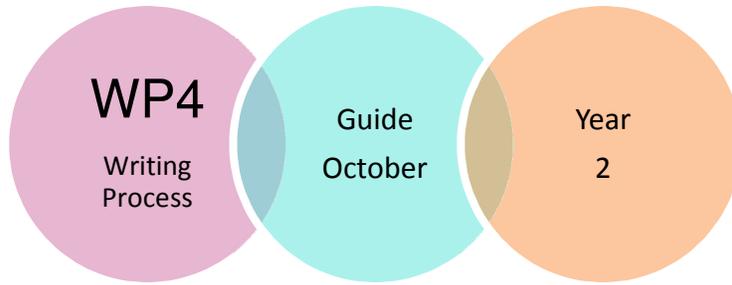
1. Interactive and shared writing activities-demonstrating correct formation of letters.
2. Rainbow names (Ask children to trace over their name written in yellow with a variety of marker colors)
3. Multiple, authentic opportunities to see and use their name (attendance, lockers, take-home folders)
4. Writer's Workshop-to experiment with "writing" and being an "author" and "illustrator".
5. Provide resources to assist in copying or writing words (alphabet books, word charts/walls/books, iPad resources, magnetic letters, rainbow writing, etc.)

ENRICHMENT/SUPPORT

1. Extend Writer's Workshop to take on more complex writing.
2. Ask children to write about a project, invite a friend, or write a letter to someone.
1. Provide multiple opportunities to practice with "writing" (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
3. Provide more opportunities for practice on fine motor activities: Buttoning, zipping, snapping, etc.
4. Provide fine motor boxes to families to practice skills at home.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WP4 With modeling and support, demonstrate letter formation in “writing”

What will Children be able to do...

1. Write horizontal, vertical, and curved lines to form letters or symbols to represent “writing”.

ACTIVITIES

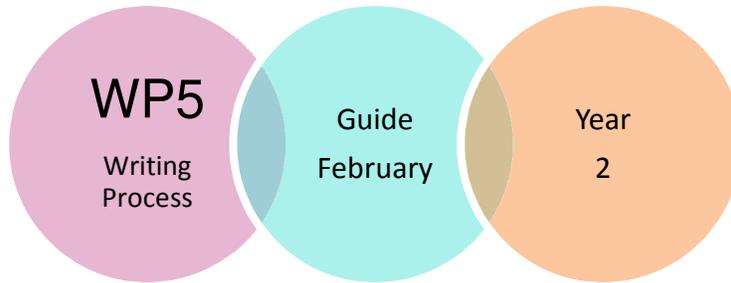
1. Interactive and shared writing activities-demonstrating correct formation of letters.
2. Rainbow names (Ask children to trace over their name written in yellow with a variety of marker colors)
3. Multiple, authentic opportunities to see and use their name (attendance, lockers, take-home folders)
4. Rainbow names (Ask children to trace over their name written in yellow with a variety of marker colors)
5. Writer’s Workshop-to experiment with “writing” and being an “author” and “illustrator”.
6. Provide resources to assist in copying or writing words (alphabet books, word charts/walls/books, iPad resources, magnetic letters, rainbow writing, etc.)

ENRICHMENT/SUPPORT

1. Extend Writer’s Workshop to take on more complex writing.
2. Ask children to write about a project, invite a friend, or write a letter to someone.
1. Provide multiple opportunities to practice with “writing” (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
3. Provide more opportunities for practice on fine motor activities: Buttoning, zipping, snapping, etc.
4. Provide fine motor boxes to families to practice skills at home.
5. Use Handwriting Without Tears

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WP5 With modeling and support show awareness that one letter or cluster of letters represents one word.

What will Children be able to do...

1. Write letters to make a word with at least one letter correct.

ACTIVITIES

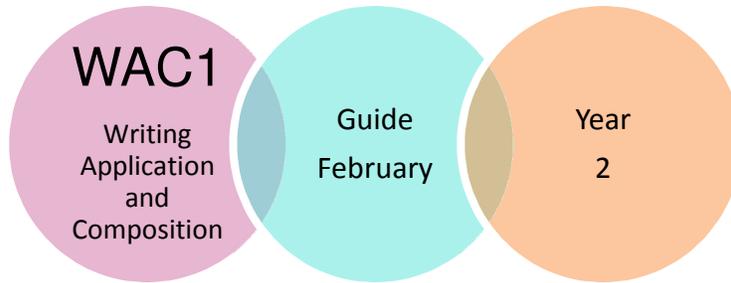
1. Create a print rich environment as well as discussing print concepts in meaningful, relevant ways for children. (Daily Schedule, News, Menus, Dramatic Play props, labeled materials, etc.)
2. During shared read alouds and shared writing provide opportunities to demonstrate knowledge of letters (Help write the "News", letters, invitations, signs, a message)
3. Provide opportunities to play with letters and letter sounds such as using magnetic letters, magnetic letters or write letters in sand, puzzles.
4. During shared writing, emphasize letters and letter sounds.
5. Ask children to "sign in" upon arrival.
6. Writer's Workshop: Ask students to write stories.

ENRICHMENT/SUPPORT

1. Extend Writer's Workshop to take on more complex writing.
 2. Ask children to write about a project, invite a friend, or write a letter to someone.
-
1. Provide multiple opportunities to practice with "writing" (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
 2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
 3. Provide more opportunities for practice on letter-sound correspondence and writing.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC1 “Read” what he/she has written.

What will Children be able to do...

1. “Read” what s/he has written after drawing a picture with or without words.

ACTIVITIES

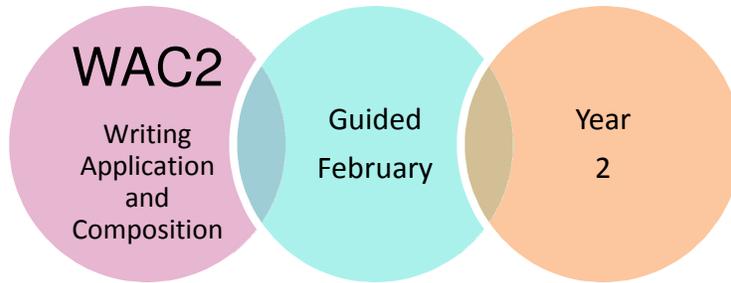
1. Writer’s Workshop: Children make books and “read” their stories with discussions about what authors do, writing styles, and conventions of print.
2. Provide writing materials in centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to “read” the news or a shared writing text.
4. Encourage writing and sharing their works with others.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class project, etc.)
6. Model writing and reading what you wrote through interactive and shared writing.

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
 2. Guided reading
 3. Writer’s Workshop-Create on stories, text, notes, presentation, or ideas via print. Read stories or print to an audience.
-
1. Ask parents to allow the children to bring pictures or objects from home to school to help the children understand how pictures help the class understand a story or experience.
 2. Ask children to draw a picture and parents to help “write” experiences from home such as a family trip or activities completed when school was not in session. Ask the children to “read” what they did.
 3. Encourage children to add drawings, graphics or other illustrations to provide additional details to their “writing” so they can “read” it.
 4. Multiple “reads” to practice before “reading” to an audience.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC2 With modeling and support, notice and sporadically use punctuation in writing.

What will Children be able to do...

1. Given modeling and support, tell what a period, question mark, or exclamation point is and use is and use one of them in writing.

ACTIVITIES

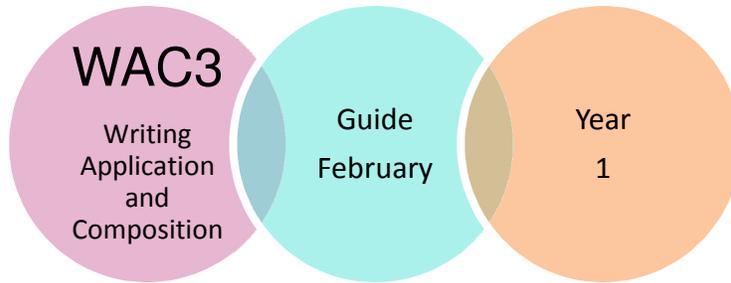
1. Interactive reading/writing and shared writing activities should include emphasize writing conventions such as spacing, letter formation, and punctuation.
2. Provide a variety of resources from which children can experiment with writing (Writer's Workshop, memos, cards, letters, invitations, stamps, labels, journals, observations of investigations, etc.)
3. Provide writing materials in a variety of centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to "read" the news or a shared writing text; nudging, noticing, and narrating conventions.
4. Encourage writing and sharing their works with others.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class project, etc.)

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
2. Writer's Workshop-Create on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
1. Provide multiple opportunities to practice with "writing" (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board).
3. Provide more opportunities for practice on letter-sound correspondence and writing.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC3 With modeling and support, use a combination of drawing, dictating, and emergent writing for a variety of purpose (e.g., letters, greeting cards, menus, lists books).

What will Children be able to do...

1. Draw, dictate or “write” a message or give information to a reader.

ACTIVITIES

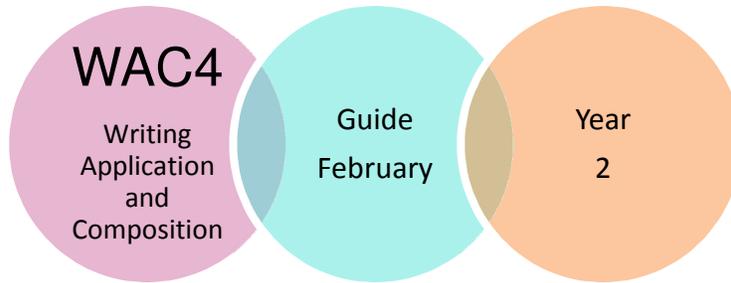
1. Writer’s Workshop: Children make books (draw, dictate, or “write”) and “read” their stories with discussions about what authors do, writing styles, and conventions of print.
2. Provide writing materials in centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to “write” the news or words or draw for a shared writing text.
4. Encourage writing and sharing their works with others.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class projects, etc.)
6. Model writing and reading what you wrote through interactive and shared writing.

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
 2. Writer’s Workshop-Create on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
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1. Provide multiple opportunities to practice with “writing” (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
 2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles, and other symbols/drawings on a dry erase board.)
 3. Provide more opportunities for practice on letter-sound correspondence and writing.
 4. Multiple opportunities for small group practice with visuals to assist as well as word walls, resources, and assistance. Encourage invented spelling.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC 4. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest (Composition).

What will Children be able to do...

1. Draw, write, or dictate a story/experience with modeling and support.

ACTIVITIES

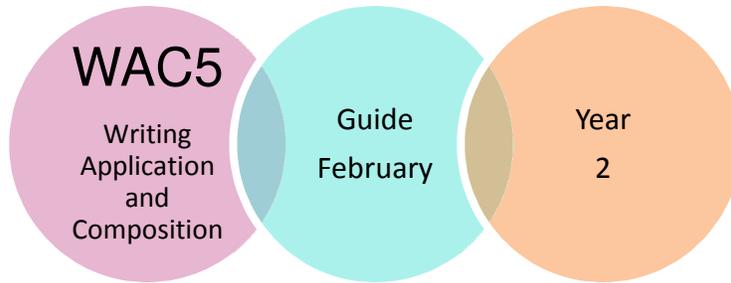
1. Writer's Workshop: Children make books (draw, dictate, or "write") and "read" their stories with discussions about what authors do, writing styles, and conventions of print.
2. Provide writing materials in centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to "write" the news or words or draw for a shared writing text.
4. Encourage writing and sharing their works with others.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class project, etc.)
6. Model writing and reading what you wrote through interactive and shared writing.

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
 2. Writer's Workshop-Create on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
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1. Provide multiple opportunities to practice with "writing" (on dry erase boards, sidewalk chalk, note cards large paper, small paper).
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 3. Provide more opportunities for practice on letter-sound correspondence and writing.
 4. Multiple opportunities for small group practice with visuals to assist as well as word walls, resources and assistance. Encourage invented spelling.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC5 With modeling and support, discuss and respond to questions from others about writing and drawing.

What will Children be able to do...

1. Tell about his/her writing/drawing and answer questions from peers/adults about his drawing and writing.

ACTIVITIES

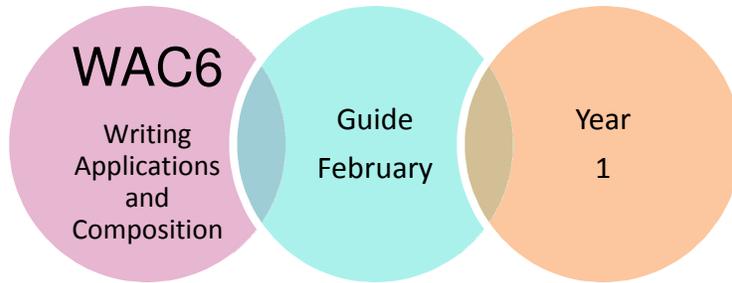
1. Writer's Workshop: Children make books (draw, dictate, or "write") and "read" their stories with discussions about what authors do, writing styles, and conventions of print. Child will answer questions and make comments about their work.
2. Provide writing materials in centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to "write" the news or words or draw for a shared writing text.
4. Encourage writing and sharing their works with others.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class project, etc.)
6. Model writing and reading what you wrote through interactive and shared writing.

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
2. Writer's Workshop-Create on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
1. Provide multiple opportunities to practice with "writing" (on dry erase boards, sidewalk chalk, note cards, large paper, small paper).
2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board.)
3. Provide more opportunities for practice on letter-sound correspondence and writing.
4. Multiple opportunities for small group practice with visuals to assist as well as word walls, resources, and assistance. Encourage sharing and answering questions about their work with prompts.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC6 With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.

What will Children be able to do...

1. Answer a question, comment, and or assist in shared research, investigations, and writing projects.

ACTIVITIES

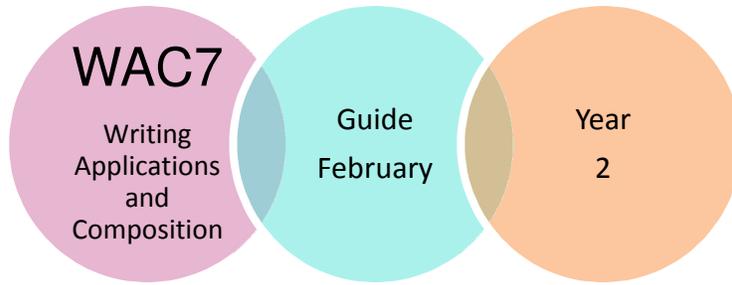
1. Writer's Workshop: Children make books (draw, dictate, or "write") and "read" their stories with discussions about what authors do, writing styles, and conventions of print. Child will answer questions and make comments about their work.
2. Provide writing materials in centers for documenting an investigation, writing a message or taking an order in the kitchen, etc.
3. Ask the student to "write" the news or words or draw for a shared writing text.
4. Encourage writing and sharing their works with others. Model asking and answering questions.
5. Encourage writing for a variety of purposes (invitations, note to a friend or another class regarding class project, etc.)
6. Model writing and reading what you wrote through interactive/shared writing, projects, and investigations.

ENRICHMENT/SUPPORT

1. Ask children to document their investigation or observations and read to peers or an audience.
2. Writer's Workshop-Create on stories, text, notes, presentation, or ideas via print. Read the stories or print to an audience.
1. Provide multiple opportunities to practice with answering questions, commenting, or sharing a message, story or experience.
2. Engage children with large motor activities prior to refining to small ones (e.g. write large lines, circles and other symbols/drawings on a dry erase board.)
3. Provide more opportunities for practice on letter-sound correspondence and writing.
4. Multiple opportunities for small group practice with visuals to assist as well as word walls, resources, and assistance. Encourage sharing and answering questions about their work with prompts.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



WAC7 With modeling and support, explore a variety of digital tools to express ideas.

What will Children be able to do...

1. Explore digital tools such as cameras, iPad, recordings (video/audio) and/or computer to express ideas.

ACTIVITIES

1. Provide opportunities for the children to explore camera's, iPad, recordings (video/audio) and/or a computer to express ideas.
2. Writer's Workshop-explore ways to draw, write and convey a story or idea using a variety of media
3. Model use of media to research and to convey ideas or stories.

ENRICHMENT/SUPPORT

1. Ask children to use media to create a presentation, show "research" or make up their own story.
1. Provide multiple opportunities to practice and explore digital tools.
2. Provide multiple opportunities to practice and engage children in sharing their ideas.

ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments