

All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers and previously learned strategies, the student will:

Outcomes	Assessment	Strategies
<p>Concepts About Print</p> <ul style="list-style-type: none"> • match oral words to printed words (e.g., pointing to print as one reads) • practice reading print in the environment at school and at home with assistance • locate and identify the title, author and title page of a book and table of contents for a reading choice • interpret simple graphs, charts and diagrams 	<p>Select a favorite book. Show and tell the class the title and author and read orally a favorite page of the book to the class, a small group or a teacher.</p> <p>Create a class graph of favorite books. Students will interpret the graph.</p>	<p>When the teacher reads a book to students daily, the students identify the title, author and title page. Select books from the classroom library and invite students to bring in books from home.</p> <p>Create cross-curricular graphs, charts or diagrams such as tracking the weather over a period of time.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> • demonstrate understanding of all sound-symbol relationships including short and long vowels. • blend or segment the phonemes of most one-syllable words • Add, delete, or change sounds to change words (e.g., cow to how, cat to can) 	<p>Create and read a rhyming poem.</p> <p>Read books such as the Dr. Seuss series to decode familiar and unfamiliar words, to identify rhyme words, to recognize decodable nonsense words and recognize the difference between nonsense and sense words.</p>	<p>Dictate sounds for students to write and then read words created.</p> <p>Merge spoken segments into a word.</p> <p>Use word bases (such as _ate) to build word lists: gate, date, late, etc.</p> <p>Create a classroom word wall with the Dolch list and any other grade-appropriate</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh) • recognize and use rhyming words to reinforce decoding skills • decode regular one-syllable words and nonsense words (e.g., sit, zot) • use sound-letter correspondence knowledge to sound out unknown words when reading text • recognize high frequency words (Dolch list) in and out of context • decode unknown words using context clues 		<p>words for students' use.</p> <p>Interpret picture book (text-less) stories and suggest words that should appear in the story.</p>
<p>Fluency</p> <ul style="list-style-type: none"> • answer questions correctly that are posed about stories read • begin to read simple text with fluency • read with fluency both fiction and nonfiction that is grade-level appropriate 	<p>Orally read from the author's chair self-created (or published) stories. Answer questions posed by classmates.</p>	<p>After listening to a fiction or non-fiction selection, create questions about the selection. Take turns in responding to the questions using full sentence responses.</p> <p>Answer questions by restating the question in the answer.</p> <p>Orally read self-created sentences; orally read self-created stories for fluency.</p>
<p>Reading Strategies</p> <ul style="list-style-type: none"> • use prior knowledge to make sense of text 	<p>As directed by the teacher, the students will use the different pre-reading strategies</p>	<p>Pre-read a story by "reading" the pictures</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • establish a purpose for reading and adjust reading rate • use pictures as cues to check for meaning • check to see if what is being read makes sense • monitor reading by using strategies that help to make sense of context (e.g., searching for clues) • use graphic organizers to build on experiences and extend learning • use study skills of repetition, recitation, and memorization to assist with retention and new learning 	<p>listed here to develop appropriate reading strategies: Ex.– Before reading today’s story, “read” the pictures of the story with a partner and talk about what you think the story will tell.</p> <p>Choose different strategies throughout the course of the year.</p>	<p>“Read” the story and find words that are repeated.</p> <p>Use stories or poems that repeat a line (ex. <i>This Is the House That Jack Built</i>)</p> <p>Use rhyme patterns as in nursery rhymes to develop memorization skills.</p> <p>Before, during, and after reading a story use prediction to enhance reading comprehension.</p> <p>Use a webbing graphic (Social Studies curriculum – p. 193) to generate ideas as a pre-reading skill.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> • develop a vocabulary of 300-500 high-frequency sight words and phonetically-regular words • use and explain common antonyms and synonyms • comprehend common and/or specific vocabulary in informational texts and literature 	<p>Orally read words from the word wall. (Add any new vocabulary to the word wall once the word has been reinforced and learned.)</p>	<p>Create word walls with frequently used sight words such as are, have, were, etc. Have students create their own dictionary of frequently used words.</p> <p>Play “Simon Says” with antonyms or synonyms. When Simon says “hot” the response is “cold”. Use the same format for synonyms.</p> <p>Use common and specific vocabulary words by using new words as the word of the day and using the word at least five times a day.</p>

Outcomes	Assessment	Strategies
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> • draw simple conclusions from information gathered from pictures, print and people • demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, periodicals and newspapers • sequence information learned from text into a logical order to retell facts • identify and describe the elements of plot, setting and characters • make simple inferences • engage in silent independent reading for specific purposes 	<p>Have students read and respond for different purposes.</p> <p>Students act out stories to indicate comprehension of characters, plot, setting and sequence. Change one element (such as characters) and determine influence on the other elements.</p> <p>Students create stories orally or in writing to demonstrate characters, plot, setting and story sequence.</p>	<p>Keep a “print media library” in the classroom to include grade appropriate books of various genres, magazines and newspapers.</p> <p>Keep another resource of print media for students to use in creating picture stories, graphs, posters or other forms of print communication.</p> <p>Use story read to students daily to develop and review concepts of plot, setting and characters. Use print media to develop graphic representation.</p> <p>Have a five to ten minute silent reading time each day for students and teacher.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> • ask and explore questions related to a topic of interest • draw conclusions from information and data gathered • read a variety of fiction and nonfiction, and produce evidence of reading 	<p>Allow students to read or find information on a topic of interest. Let students create questions for other students to investigate the answers.</p>	<p>Pose a science or social studies question that is open-ended such as: Why is the sun hot? (or have students pose a question of interest). Use the library and classroom resources to read grade appropriate material to answer the question.</p>

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:

Outcomes	Assessment	Strategies
<p>Word Study</p> <ul style="list-style-type: none"> • sequence letters and then words alphabetically by first and second letters • repeat and write: initial, final, medial consonants, final 3-letter blends, long and short vowels • apply phonics rules in writing words with final E making preceding vowel long • apply phonics rule for two vowels together • spell words using rhyme families for short and long vowels • spell basic sight words • form contractions • use the word wall to locate and use appropriate words with correct spelling in stories • name and print color, shape, size, and number words • identify rhyming and repetitive words 	<ul style="list-style-type: none"> • Use words learned to write stories, messages, and respond to prompts. 	<p>Create patterns for word study: Initial and final consonant sounds Short vowel: word families Long vowels with final e Rhyming words</p> <p>Decode and spell words using the patterns.</p> <p>Use daily dictation to write words already learned or words that can be determined from a learned pattern.</p> <p>Select appropriate sight words for regular usage in reading and spelling. Have students create a picture dictionary.</p> <p>Use flash cards to alphabetize words to the first and second letter.</p> <p>Use a grade appropriate picture dictionary for locating words that have unfamiliar spellings.</p> <p>Orally practice converting contractions into the two words the contraction represents.</p>

Outcomes	Assessment	Strategies
<p>Word Usage</p> <ul style="list-style-type: none"> • use readiness words, spelling and vocabulary words to write simple sentences • use nouns correctly – common, proper, singular, plural • use action verbs correctly • identify simple descriptive words • use the past and present form of verbs in sentences 	<p>Create a simple story using familiar vocabulary and spelling words. Write the story in the present tense. On another day change the story to the past tense.</p>	<p>Orally reinforce correct usage of singular and plural nouns and verbs.</p> <p>Together write a simple sentence at the end of the day in the present tense about something the students did that day. Use the same sentence and rewrite it in the past tense the following day.</p> <p>Develop a class story using common nouns. Use the same story to change some of the common nouns to proper nouns. Use the same story to add descriptive words to the nouns.</p>
<p>Sentence Structure and Development</p> <ul style="list-style-type: none"> • use 4 – 5 words in a simple sentence • copy sentences from the board or chart • write simple sentences from dictation 	<p>Write a four to five word sentence daily. Use whole class sentence development, individual sentence development and dictation.</p>	<p>From a list of action words, create sentences of four to five words orally. According to student readiness, have students write the oral sentence.</p> <p>Use the created sentences to practice penmanship.</p> <p>Gradually progress in the daily dictation from letter dictation, to word dictation, to sentence dictation.</p>
<p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> • use correct capitalization at the beginning of a sentence, with the pronoun I, with proper names and places and with specific selected holidays • appropriately use a period and question mark at the end of a 	<p>Write a personal narrative in which the other students will have to guess who wrote the story. The author writes his/her favorite place to visit and uses the pronoun I in the story. The story should end with some type of question.</p>	<p>Create a “proper word” list with exaggerated capital letters at the beginning of the sentence, for the pronoun I and for grade appropriate proper nouns.</p> <p>Use flash cards for a period and a question mark to add correct punctuation</p>

Outcomes	Assessment	Strategies
sentence		to sentences written on the blackboard, chart paper or any other large print format.
<p>Writing Skills</p> <ul style="list-style-type: none"> • use correct form of manuscript writing for upper and lower case letters • use correct spacing between letters and words • print name clearly • print date correctly 	<p>Require full name and date on appropriately lined paper in all written assignments.</p> <p>Use appropriate lined paper for final presentation of written assignments.</p>	<p>Use overhead transparency to present and practice correct letter formation. Project letters and grade appropriate line spacing from the overhead onto the blackboard.</p>
<p>Writing Process</p> <ul style="list-style-type: none"> • demonstrate the following pre-writing skills: drawing, clustering, brainstorming, discussing, question and answer • contribute ideas to an experience story • compose a topic sentence for an original paragraph • vary sentence openings • write 3 – 5 sentences to form a paragraph using good beginning, middle and ending sentences • use the computer for final piece of written word • share published work 	<p>In all writing assignments use the writing process skills developed for this level.</p> <p>Add first draft and final copy to student portfolio.</p>	<p>Teach and incorporate brainstorming techniques through drawing a picture, drawing mini-scenes for an idea, converting mini-scenes to words and using the words to develop an idea presented in a sentence.</p> <p>Use the same technique for developing a paragraph. Order the pictures to determine beginning, middle and end.</p> <p>Use computer software such as <i>Kidspiration</i> http://www.inspiration.com/home.cfm for prewriting and writing activities.</p>
<p>Genres</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> • include a main idea, characters and outcome in a story • tell a single-incident personal narrative 		

Outcomes	Assessment	Strategies
<p><u>Descriptive</u></p> <ul style="list-style-type: none"> describe things seen and heard use visual attributes such as color or size <p><u>Expository</u></p> <ul style="list-style-type: none"> write an original sentence in response to a question use transition words (first, next, then, last) to write an explanation <p><u>Persuasive</u></p> <ul style="list-style-type: none"> write “I believe” statements determine one reason to support a belief 	<p>Using a story prompt, the student will write a personal narrative that includes a main idea, characters and an outcome for the story.</p> <p>The student will write a two – three sentence realistic story describing something s/he saw.</p> <p>The student will write an answer to a question by restating the question and writing a complete sentence.</p> <p>The students will write a one sentence response that supports his/her reason for believing in something.</p>	<p>Use <i>The Three Little Pigs</i> or any familiar story to identify main idea, the characters and what happens in the story. The students will tell and write a personal narrative of a time they were afraid (like the first or second pig) or were brave like the third pig.</p> <p>After viewing/reading <i>Nothing Ever Happens on My Block</i> students describe the things that happen on each page of the book. Students draw and write a descriptive story including color and size attributes for something that happened on their block.</p> <p>Teacher poses a “question of the day” such as: What is your favorite game? Students respond with a written sentence beginning with: My favorite game is... Students will write how the game is played, using transition words.</p> <p>Students write “I believe” statements about themselves such as “I believe I can read well” or I believe I can play soccer. Students then give a reason why they believe they can do these things (ex. I believe I can play soccer because I am good at kicking a ball).</p>

Outcomes	Assessment	Strategies
<p><u>Writing Forms</u></p> <ul style="list-style-type: none"> • write a rhymed verse of two to four lines • write a realistic creative story using a story prompt • write a personal journal 	<p>Student orally presents the written rhymed verse and classmates identify the rhyme.</p>	<p>After using and developing rhyme words, students use any genre to create a rhymed verse: Soccer is fun because I just won.</p> <p>Write a realistic story (using any genre) such as what happens on their block.</p>

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • speak in complete sentences • offer personal opinion in discussion • role-play and/or predict what will happen next to story characters • respond to ideas by others • ask and answer “why” questions • use new vocabulary from literature and classroom experiences • use descriptive words to clarify and extend ideas • recite poems, stories, or rhymes • participate in choral reading • retell a story to check for understanding • read aloud with attention to expression, voice tone and rhythm 	<p>Students respond to questions by answering in a complete sentence.</p> <p>Students read familiar selections orally before a real audience.</p> <p>Students orally describe a person, place, thing or event using grade appropriate vocabulary and complete sentences.</p> <p>Students participate in a discussion on a topic of interest and wait their turn to speak, speak in complete sentences and stay with the topic.</p>	<p>Use examples of incomplete sentences such as “in my backyard”. Work with students to make the sentence complete.</p> <p>Work in pairs to create incomplete sentences. Have students speak/write complete sentences. Keep copies of both complete and incomplete sentences on cards and use cards to randomly select a card. Students tell if the sentence is complete or incomplete, and if the sentence is incomplete they need to complete the sentence.</p> <p>After reading/listening to a story students work together to create why questions to ask the characters in the story. Other students answer the questions in complete sentences.</p> <p>Review vocabulary words by having students choose a word from the word wall and use the word in a complete sentence. Use a game format such as “Around the World” to practice vocabulary and speaking.</p> <p>The teacher plays a tape of voices used in and around the school such as classroom voices, library voices, Church voices,</p>

Outcomes	Assessment	Strategies
		<p>hallway voices and playground voices. Students discuss reasons for different volumes in each of these settings.</p> <p>Each month select a prayer, poem, rhyme, play or some literary piece such as the Pledge of Allegiance for students to memorize and recite as individuals or in choral recitation.</p> <p>Practice taking turns in contributing to a discussion on a topic of interest to the students: favorite place to eat, the best story read.</p> <p>Daily practice some form of oral reading after students have had an opportunity to read the selection silently.</p>

All students will listen actively to information from a variety of sources in a variety of situations.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • follow oral directions • discriminate initial, final and middle vowel and consonant sounds in words • make predictions about stories read aloud • recall information from listening to stories, poems, television and film • retell, reenact, or dramatize stories or parts of stories read aloud • track print of familiar text or when rereading their own writing 	<p>Student follows 1-2 step oral directions.</p> <p>Student listens to a story and can retell the story orally or in writing or graphic representation.</p> <p>Student tracks print of classroom chart stories or big books.</p>	<p>Student follows oral directions with rhyme and songs such as “Simon Says” or “The Hokey Pokey”.</p> <p>When Author’s Chair is first presented to students, together the students develop a list of good listening behaviors that they will agree to follow during Author’s Chair time.</p> <p>After reading <i>The Farm Concert</i> by Joy Cowley, students are assigned the roles of animals and respond to cues in the story that tell them when to make the appropriate sound.</p> <p>As a class, students create an observation list on which they have recorded interesting things they have heard. The teacher plays a tape s/he has created of familiar and interesting sounds such as the pencil sharpener and students identify the sounds.</p> <p>As teacher reads a familiar story to students the teacher changes a part of the story (ex. Little Red Riding Hood said, “My grandpa, what big eyes you have.”) Students identify the change.</p>

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • retell the story from a favorite media program (television, movie) • distinguish between “pretend” and “real” in the media • begin to recognize that media messages have different purposes • use simple graphs and charts to represent data • begin to recognize work of a favorite illustrator • begin to compare and contrast media characters • begin to interpret messages to simple advertisements • sequence a series of pictures or images to tell a story 	<p>Students will distinguish between real and pretend in media.</p> <p>Students will use graphic representations in science or social studies to explain data.</p>	<p>In a study on bears, students use illustrations to distinguish between “pretend” and “real” – books, magazines, videos, internet.</p> <p>In the bear unit, students create charts and/or graphs to represent data on the bears.</p> <p>Students review books on bears and note how illustrators portray the bear.</p> <p>Read selections of books from the same author and/or illustrator: Pooh Bear, Berenstain Bears. Note similarities of the same author or same illustrator.</p> <p>Have students create a bear story using illustrations only.</p>