

FOCUS STRAND: ORAL LANGUAGE**GRADE LEVEL K**

At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor of success in learning to decode words. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

K.1 The student will demonstrate growth in the use of oral language.

- a) Listen to a variety of literary forms, including stories and poems.
- b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
- c) Participate in oral generation of language experience narratives.
- d) Participate in creative dramatics.
- e) Use complete sentences that include subject, verb, and object.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • choral and echo speaking • language experience narratives • creative dramatics 	<ul style="list-style-type: none"> • understand that oral language entertains and communicates information 	<ul style="list-style-type: none"> • listen to texts read aloud and ask and answer questions for further understanding • participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains • generate ideas to develop a group language experience narrative • dictate sentences about a group experience for a group language experience narrative (e.g. a story about a class field trip) • dictate an experience or story to create an individual language experience narrative (e.g. a story about a family pet) 	<ul style="list-style-type: none"> • read aloud fiction and nonfiction stories, poems, folktales, fables, tall tales, short stories, legends, nursery rhymes, songs, chants, and reader's theaters as they relate to content areas and genre studies • DLTA (Directed Listening Thinking Activity) • turn and talk with a partner to discuss a topic or question • LEA (Language Experience Approach) • shared reading • drama literacy station • student led calendar using complete sentences • student led question and answer sessions (e.g. birthday interviews, show and share, etc.) • talking Literacy Station using a visual to stimulate conversation

		<ul style="list-style-type: none"> • use drama to retell familiar stories, rhymes, and poems (e.g. storytelling with role play or puppets) • participate in creative dramatics, such as classroom songs, plays, skits, and group activities designed to give students frequent opportunities for listening and speaking • use complete sentences that include subject, verb, and object when speaking 	<ul style="list-style-type: none"> • www.pals.virginia.edu • Nursery rhymes • Story boards • Puppetry (dramatic play) • Language experience charts/Predictable charts • Readers Theatre • Interactive read-alouds • Repeated readings of read-aloud text <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>
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K.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use number words.
- c) Use words to describe/name people, places, and things.
- d) Use words to describe/name location, size, color, and shape.
- e) Use words to describe/name actions.
- f) Ask about words not understood.
- g) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • word meanings • vocabulary • partner or group activities • modeling of content vocabulary 	<ul style="list-style-type: none"> • understand that learning new words enhances communication • understand that word choice makes communication clearer • understand that information can be gained by asking about words not understood 	<p>During partner and group activities, and during teacher-directed instruction:</p> <ul style="list-style-type: none"> • understand and use number words in conversations • use words to describe or name people, places, feelings, and things • use size, shape, color, and spatial words to describe people, places, and things • use words to show direction and location (e.g. on, off, in, out, <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i>) to describe location • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities • recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult • use vocabulary from content areas 	<ul style="list-style-type: none"> • model use of graphic organizers, and Venn diagrams to compare and contrast books • have students describe and discuss concept sorts during daily activities • use a variety of words to describe the actions of characters and people in real and make-believe settings in response to literature • use sequencing words such as before, after and next • encourage use of descriptive language in everyday conversation • students can draw pictures to describe word meanings • encourage use of descriptive words through games such as 20 Questions and I Spy • Concept sorts • Concept maps <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>

K.3 The student will build oral communication skills.

- a) Express ideas in complete sentences and express needs through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • language rich environment • how and why questions • rules for conversation • initiate informal conversations with peers and adults 	<ul style="list-style-type: none"> • understand that conversation is interactive • begin to understand that the setting influences rules for communication • understand that information can be gained by generating questions and seeking answers 	<ul style="list-style-type: none"> • speak audibly in complete, simple sentences, expressing thoughts, feelings and ideas clearly • verbally express needs through direct requests • participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g. one-on-one, small group, teacher led) • initiate conversations with peers and teachers in a variety of school settings • listen attentively to others in a variety of formal and informal settings involving peers and adults 	<ul style="list-style-type: none"> • talking literacy station using a visual to stimulate conversation • brainstorming for a shared writing • turn and talk with a partner to discuss a topic or question • encourage students to share ideas and feelings in individual, small group and large group settings • drama literacy station • student led calendar using complete sentences • student led question and answer sessions (e.g. birthday interviews, show and share, etc.) • Simon Says to encourage following directions • model use of graphic organizers, such as Venn diagrams to compare and contrast books • create play/explorations • use of storyboards, fingerpuppets, songs, and “parroting conversations”

		<ul style="list-style-type: none">• participate in partner or group activities, (e.g. conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play)• listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, History and Social Science, Science, and Mathematics• wait for their turn to speak, allowing others to speak without unnecessary interruptions• maintain conversation on topic through multiple exchanges• in group and partner discussions clearly state a thought related to the book or topic being discussed• begin to use voice level, phrasing, and intonation appropriate for the language situation• match language to the purpose, situation, environment, and audience• repeat and follow two-step oral directions• ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something not understood	<p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>
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K.4 The student will identify, say, segment, and blend various units of speech sounds.

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.
- d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
- e) Identify words according to shared beginning and/or ending sounds.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • speech sounds in words • hierarchical concepts of sentence, word, syllable, and letter • segment a sentence orally into individual words • segment individual words into individual syllables and sounds • phonological awareness • blend • segment • syllables • phonemes • onsets • rimes 	<ul style="list-style-type: none"> • understand that words are made up of small units of sound and that these sounds can be blended to make a word • understand that words are made up of syllables • understand that a spoken sentence is made up of individual words 	<ul style="list-style-type: none"> • focus on speech sounds • demonstrate the concept of word by segmenting spoken sentences into individual words • segment a word into individual syllables by clapping hands or snapping fingers • discriminate between large phonological units of running speech, sentences, words, and syllables • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • produce rhyming words and recognize pairs of rhyming words presented orally • generate rhyming words based on a given rhyming pattern • supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines • blend and segment consonants and rimes of spoken words (e.g. /b/- /oat/ = <i>boat</i>, <i>black</i> = /bl/- /ack/) 	<ul style="list-style-type: none"> • tracking familiar print with finger or pointer • clap words in a sentence. • push a block for each word in a sentence • clapping, snapping, jumping, or stomping for syllables in words • create new words using onset and rime—make flip books, word wheels, pull through strips • incorporate identification of rhyming words into shared reading • push it/say it with blocks or pennies to segment and blend words multiple ways with or without Elkonin boxes • pull out individual letters from text and identify corresponding sound in isolation • picture sorts by beginning letter sounds and rhyming families • discuss sounds heard at the beginning and end of words during shared reading

		<ul style="list-style-type: none"> • blend and segment multisyllabic words into syllables (e.g. the teacher asks students to <i>say robot without the /ro-/</i> and students respond with <i>/bot/</i>) • recognize that a word can be segmented into individual speech sound units • recognize how phonemes sound when spoken in isolation • recognize similarities and differences in beginning and ending sounds of words • determine the order of speech sounds in a given word by answering the following questions: <ul style="list-style-type: none"> -What is the beginning sound you hear? -What is the ending sound you hear? • produce a word that has the same beginning or ending sound (phoneme) as a spoken word (e.g. <i>/sock/- /sun/</i> and <i>/hot/- /rat/</i>) • identify pictures of objects whose names share the same beginning or ending sound • sort pictures of or objects whose names share the same beginning or ending sound • blend three spoken phonemes to make words (e.g. the teacher says <i>/c/ /a/ /t/</i>, and the student blends the phonemes to say the word <i>cat</i>) 	<ul style="list-style-type: none"> • generated lists of words that begin and end with the same sounds—whole group, small group or literacy station • bean bag toss/beach ball toss rhyming games to produce new words by changing the beginning sound • Making Words • Month by Month Phonics (Cunningham) <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>
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		<ul style="list-style-type: none">• segment one-syllable words into onset and rime (e.g. the teacher says the word <i>hat</i> and when asked, the student verbally says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime• segment one-syllable words into speech sound units (e.g. the teacher says the word <i>bat</i>, and the student• segments the sounds /b/- /a/- /t/) substitute the beginning consonant to make a new word (e.g. the teacher asks the student to say <i>cat</i>, <i>but in the place of /c/ she asks them to say /b/</i>, and the student responds with <i>bat</i>)	
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FOCUS STRAND: READING**GRADE LEVEL K**

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic, direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retelling, drawing, and their own writing.

K.5 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print (concept of word).

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • book handling skills • directionality of print • correspondence of the spoken word to the written word • concept of word 	<ul style="list-style-type: none"> • understand that all print materials in English follow similar patterns • understand that there is a one to-one correspondence between the spoken and written word 	<ul style="list-style-type: none"> • hold printed material the correct way • identify the front and back covers of a book • distinguish the title page from all the other pages in a book • turn pages appropriately • distinguish print from pictures • follow text with a finger, pointing to each word as it is read from left to right and top to bottom • locate lines of text, words, letters, and spaces • match voice with print in syllables, words, and phrases • locate and name periods, question marks, and exclamation points 	<ul style="list-style-type: none"> • during shared reading model correct and incorrect understandings of print awareness concepts • big book literacy station • record dictated sentences to use for shared reading • interactive writing • create class or individual books with predictable text pattern • using highlighter tape to locate punctuation during shared reading and writing experiences • use highlighter tape, Wikki Stix, pointers or word frame wands to locate lines of text, words, letters or spaces during shared reading or writing • do picture walks prior to reading books in large or small group • Shared Reading (big books, rhymes) <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

K.6 The student will demonstrate an understanding that print conveys meaning.

- a) Identify common signs and logos.
- b) Explain that printed materials provide information.
- c) Read and explain own writing and drawings.
- d) Read his/her name and read fifteen meaningful, concrete words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • printed materials convey meaning • environmental print • drawing pictures and producing their own written messages to communicate ideas • automatic name recognition • automatic word recognition 	<ul style="list-style-type: none"> • understand that print conveys meaning 	<ul style="list-style-type: none"> • apply knowledge that print conveys meaning • recognize and identify common signs, logos, and labels • explain that printed material provides information • read and explain their own drawings and writings • locate commonly used words and phrases in familiar text • recognize a selection of high-frequency and words as well as read fifteen meaningful, concrete words (Each student may know a different set of words) • recognize and identify their own first and last names 	<ul style="list-style-type: none"> • collect and display familiar environmental print including signs, logos and labels (e.g. McDonald’s) to be displayed in the classroom • make a cereal box book to put in the class library • place first and last names on chair, desk, lunch stick, coat rack, folders, book basket, etc. • writing literacy station can include student mailboxes, and a student name chart with photos of each child • create a word wall with at least 15 meaningful words • name puzzles • students have the opportunity to share daily journal writings • shared and Interactive writing • environmental print resources • interactive word walls <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>

**include in glossary examples of the progression of handwriting scribbles: letter approximations, letter strings, invented spelling.*

K.7 The student will develop an understanding of basic phonetic principles.

- a) Identify and name the uppercase and lowercase letters of the alphabet.
- b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- d) Identify beginning consonant sounds in single-syllable words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • phonetic principles • digraph 	<ul style="list-style-type: none"> • understand that there is a one to- one correspondence between spoken and written words • understand that written words are composed of letters that represent specific sounds 	<ul style="list-style-type: none"> • recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order • match uppercase and lowercase letter pairs • produce the usual sounds of consonants, short vowels and initial consonant digraphs. • demonstrate concept of word by tracking familiar print from left to right and top to bottom; and -matching spoken words to print including words with more than one syllable • write the grapheme (letter) that represents a spoken sound • use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant • isolate initial consonants in single-syllable words e.g. /t/ is the first sound in <i>top</i>) 	<ul style="list-style-type: none"> • use highlighter tape, Wikki Stix, pointers or window frame word finders to locate letters in text • picture sorts by common beginning , middle and ending letter sounds • use of alphabet strips and sound boards to sing, say and point to the letters of the alphabet or identify letter names and sounds • alphabet matching games during small groups or literacy stations • sort letters typed in various fonts • tracking familiar print with finger or pointer • use dry erase or magna doodles to write the letter heard at the beginning, middle or end of a word • use concrete materials , such as sand, clay, finger paint, white boards and wickie sticks to form letters. • picture or object sorts to distinguish difference between long and short vowel sounds • push it/say it with blocks or pennies to segment and blend words multiple ways with or without Elkonin boxes • Word Study • Concept of Word Activities

		<ul style="list-style-type: none">• identify long and short sounds with common spellings for the five major vowels• distinguish between similarly spelled words by identifying sounds of the letters that differ• segment onsets and rimes and begin to blend to form the words	<ul style="list-style-type: none">• Making Words• Month by Month Phonics (Cunningham) <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>
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K.8 The student will expand vocabulary.

- a) Discuss meanings of words.
- b) Develop vocabulary by listening to a variety of texts read aloud.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • literacy experiences • discussion and listening to a variety of texts read aloud • vocabulary growth contributes to reading and comprehension development 	<ul style="list-style-type: none"> • understand that vocabulary is made up of words and that words have meaning 	<ul style="list-style-type: none"> • discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings • identify new meanings for familiar words and apply them accurately (e.g. knowing <i>water</i> as a drink and learning the verb <i>water the flowers</i>) • sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent • use common adjectives to distinguish objects (e.g. the <i>small red</i> square; the <i>shy white cat</i>) (Students are not required to know the term adjective at this level) • ask and respond to questions about unknown words in a text • identify real-life connections between words and their use (e.g. places that are <i>loud</i>) • use newly learned words in literacy tasks 	<ul style="list-style-type: none"> • read aloud fiction and nonfiction stories, poems, folktales, fables, tall tales, short stories, legends, nursery rhymes, songs, chants, and reader’s theaters as they relate to content areas and genre studies • integrate content vocabulary as well as vocabulary in stories for read aloud and guided reading • activate students’ schema or background knowledge in order to learn new vocabulary • prior to reading books in whole or small group use KWL, book boxes, word predictions • do a book walk to highlight new vocabulary in a story • encourage use of descriptive adjectives in everyday language • have students draw a picture of a new vocabulary word and use it in a sentence about the drawing • concept sorts • explicit vocabulary instruction (Bringing Words to Life by Beck, et. al.) <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

K.9 The student will demonstrate comprehension of fictional texts.

- a) Identify what an author does and what an illustrator does.
- b) Relate previous experiences to what is read. (ACTIVATE PRIOR KNOWLEDGE)
- c) Use pictures to make predictions. (PREDICT)
- d) Begin to ask and answer questions about what is read. (QUESTION)
- e) Use story language in discussions and retellings.
- f) Retell familiar stories, using beginning, middle, and end. (SUMMARIZE)
- g) Discuss characters, setting, and events.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • the elements of a story: <ul style="list-style-type: none"> ○ characters ○ setting ○ problem/solution ○ events • recognize various types of fictional texts • comprehension is an active process • 	<ul style="list-style-type: none"> • understand that fictional texts tells a story • understand that authors tell stories through words and illustrators tell stories with pictures 	<ul style="list-style-type: none"> • identify the roles of the author and the illustrator of selected texts • make ongoing predictions based on illustrations and • describe the relationship between illustration and the story (e.g. what moment in the story does the illustration depict) • link knowledge from their own experiences to make sense of and talk about a text • give evidence that they understand the meaning of what is being read aloud, • including the who, what, when, where, why, and how • ask and respond to simple questions about the content of a book • use vocabulary from a story in discussions and retellings • retell a story from pictures or text in their own words or re-enact it, arranging 	<ul style="list-style-type: none"> • use think alouds to model reading strategies of predicting, questioning, summarizing and making connections • book walks or picture walks prior to reading to make predictions and access prior knowledge through discussion • Directed Listening/Reading Thinking Activity (DLTA/DRTA) to guide comprehension of a story • use of a story rope to retell a story • use puppets in whole group and drama station for students to retell stories • story maps to retell stories in whole group or small group. • discuss author and illustrator during read alouds and shared readings • use guided reading in small groups for students who have concept of word • Interactive Read Alouds • Guided Reading • Dramatic play • Story boards

		<ul style="list-style-type: none"> • the events in the correct sequence (beginning, middle, and end) <ul style="list-style-type: none"> ○ use words to sequence events (e.g. <i>before</i>, <i>after</i>, and <i>next</i>). ○ produce artwork or a written response (letters or phonetically spelled words) ○ that demonstrates comprehension of a story that they have heard read aloud ○ use descriptive language to talk about characters, settings, and events of a story recognize various types of fictional texts (e.g. storybooks, poems) 	<p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>
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K.10 The student will demonstrate comprehension of nonfiction texts.

- a) Use pictures to identify topic and make predictions.
- b) Identify text features specific to the topic, such as titles, headings, and pictures.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • Comprehension of nonfiction text: <ul style="list-style-type: none"> ○ English ○ History and social science ○ Science ○ Mathematics • text features, such as bold print headings • comprehension is an active process 	<ul style="list-style-type: none"> • understand that nonfictional texts provides information 	<ul style="list-style-type: none"> • make ongoing predictions based on graphics and text • relate pictures and illustrations to the text in which they appear • link knowledge from their own experiences to make sense of and talk about a text • identify the topic of a nonfiction selection • ask and respond to simple questions about the content of a book • discuss simple facts and information relevant to the topic • identify text features including titles, headings and pictures in text • identify the author and illustrator of a text and define the role of each in • presenting the ideas or information in a text 	<ul style="list-style-type: none"> • book walks or picture walks prior to reading to point out text features and to make predictions based on pictures. • think alouds to demonstrate making connections (text to text, text to self, text to world) • KWL charts in whole group or small group • make word predictions after doing a picture walk and confirming word predictions after reading • DRTA/DLTA to guide comprehension of text • Interactive Read Alouds • Guided Reading • Picture Walks <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students’ oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

K.11 The student will print in manuscript.

- a) Print uppercase and lowercase letters of the alphabet independently.
- b) Print his/her first and last names.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • neat, legible handwriting • print uppercase and lowercase letters • pencil grip • explicit direct handwriting instruction 	<ul style="list-style-type: none"> • understand that there are correct ways to write the manuscript letters of the alphabet • understand that their written name provides identification • understand that printing properly formed letters makes manuscript writing legible 	<ul style="list-style-type: none"> • use appropriate pencil grip • print upper- and lower-case letters of the alphabet legibly and independently • use manuscript letter formation • use manuscript number formation • form the letters of and space their first and last names • write their first and last names for a variety of purposes • capitalize the first word in a sentence and the pronoun <i>I</i> 	<ul style="list-style-type: none"> • Handwriting Without Tears materials • tracing letters and their names • write letters in the air • write letter in shaving cream, sand or other tactile materials • form letters with playdough or Wikki Stix • include name chart in several places around the room to serve as a model for name writing • using big books highlight capital letters and pronoun I • focus on correct use of capitalization in shared/interactive writing • model correct letter formation in shared/interactive writing • say verbal letter path aloud when modeling letter formation <p>Benchmark Literacy Resources</p> <p>http://blresources.benchmarkeducation.com</p>

K.12 The student will write to communicate ideas for a variety of purposes.

- a) Differentiate pictures from writing.
- b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
- c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
- d) Write left to right and top to bottom.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • writing is used for a variety of purposes <ul style="list-style-type: none"> ○ sharing events ○ telling stories ○ informing ○ making reports ○ labeling ○ making lists ○ responding to literature • phonetic knowledge <p><i>*refer to sample handwriting in glossary</i></p>	<ul style="list-style-type: none"> • understand that their writing serves a variety of purposes 	<ul style="list-style-type: none"> • distinguish print from pictures • write daily for a variety of purposes (e.g. practicing formation of alphabet letters, labeling, and journal writing) • write on assigned and/or self-selected topics • use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g. My favorite book is...) • use writing, dictation, and drawing to narrate an event • generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words • write left to right and top to bottom 	<ul style="list-style-type: none"> • use shared reading to point out the difference between pictures and print. Discuss how pictures and text can carry meaning of a story • daily free writing/drawing journal • individual writing conferences using daily journals or other writing pieces • model writing left to right and writing for sounds during shared/interactive writing • using vocabulary or word study words draw and label them using phonetic spelling • model ways to brainstorm for writing about experiences • use a graphic organizer to organize ideas in writing • Writer’s Workshop <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

K.13 The student will use available technology for reading and writing.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none">the intent of this standard is that students will use available technology for reading and writing	<ul style="list-style-type: none">understand that technology is a way to interact with print	<ul style="list-style-type: none">use available digital tools for reading and writingask and respond to questions about material presented through various media formatsshare their writing with others	<ul style="list-style-type: none">Kidspiration to create webs, sorts, etc.RAZ Kids for reading practice at individual reading levelsshared reading through Reading A-Z projectable booksUnited Streaming videos to prompt discussion and questioningauthors chair to share journal entries or other writing piecesuse Word to type writing in order to publishuse Photostory to create language experience stories with real photographsLexia and Starfall to improve phonics and decoding skillsSmart Boards

Professional Resources:

Books	Websites	Materials
<ul style="list-style-type: none"> • <u>Literacy Work Stations: Making Centers Work</u> by Debbie Diller • <u>Making the Most of Small Groups</u> by Debbie Diller • <u>Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills</u> by Jo Fitzpatrick • <u>Phonemic Awareness Activities for Early Reading Success (Grades K-2)</u> by Wiley Blevins • <u>Phonemic Awareness in Young Children: A Classroom Curriculum</u> by Marilyn Jager, PH.D. ; Foorman, Barbara R.; Lundberg, Ingvar, PH.D. • <u>Teaching for Comprehension in Reading, Grades K-2</u> by Gay Su Pinnell and Patricia Scharer • <u>The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</u> by Jan Richardson • <u>Reading with Meaning</u> by Debbie Miller • <u>Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3 (Solving Problems in the Teaching of Literacy)</u> by Kathy Ganske PhD • <u>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th Edition</u> by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston 	<ul style="list-style-type: none"> • http://pals.virginia.edu • http://fcrr.org • www.readwritethink.org • www.starfall.com • www.raz-kids.com • www.readinga-z.com • www.discoveryeducation.com 	<ul style="list-style-type: none"> • Handwriting Without Tears manipulatives, CD, etc. • big books and trade book collection including a variety of genres • magnetic letters • chart paper and markers • sentence strips • Wikki Stix • Elkonin boxes and letters or pennies for pushing • writing journals—homemade or purchased • graphic organizers (KWL, story map, web, T-chart, etc.) • highlighter tape • pointers • window frame word finders • puppet making materials • story rope • tactile materials for forming letters • name charts and name puzzles for students • small dry erase boards and dry erase markers • alphabet strips or charts • book boxes for each student • word wall • pictures for sorting by beginning sounds and for rhyming • rhyming and beginning sound games <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

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| <ul style="list-style-type: none">• <u>Words Their Way Letter and Picture Sorts for Emergent Spellers (2nd Edition)</u> by Donald R. Bear, Marcia Invernizzi, Francine Johnston, and Shane Templeton• <u>Words Their Way: Word Sorts for Letter Name - Alphabetic Spellers (2nd Edition)</u> Francine Johnston, Donald R. Bear, Marcia Invernizzi, Shane Templeton• <u>Guided Reading: Good First Teaching for All Children</u> by Irene C. Fountas and Gay Su Pinnell• <u>Interactive Writing: How Language & Literacy Come Together, K-2</u> by <u>Andrea McCarrier</u>, Irene C. Fountas, Gay Su Pinnell, and Irene Fountas• <u>The Continuum of Literacy Learning, Grades PreK-2, Second Edition: A Guide to Teaching, Second Edition</u> by Irene C. Fountas and Gay Su Pinnell | | |
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