

## Language Arts

### Instructional Planning:

- Pre-read the selection
- Identify reading concept/competency
- Teach pre-requisite lessons
- Organize thinking by use of graphic organizer
- Formulate strategic question/learning goal
- Develop critical vocabulary

- Select before, during, and after strategies
  - ✓ Connect text with learner's prior knowledge
  - ✓ Predict, picture walk, revisit original prediction
  - ✓ Continue predictions throughout
  - ✓ Clarify unclear concepts/words
  - ✓ Model think-aloud process

## Grade K

- ✓ Set a purpose for reading
- ✓ Monitor student thinking (metacognition)
- ✓ Provide personal connection to text
- ✓ Provide opportunities for discussion/verbal interaction
- ✓ Provide opportunities for informal writing to learn
- ✓ Respond through discussion, writing/illustration
- ✓ Re-read to verify
- ✓ Provide opportunities to reflect on learning

COMPONENT	OBJECTIVES	COMPETENCY
K.1 Reading/Literature	<p>The following objectives <b>must be used to support the competencies:</b></p> <p>1.1 Participates in shared reading activities using predictable language texts and big books</p> <p>1.2 Listens to daily reading from a wide variety of genres, e.g. picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays</p> <p>1.3 Responds to literature through a variety of activities including choral speaking role, playing, plays, art, music Knows a variety of familiar literary forms (fiction, nonfiction, fairy tales)</p> <p>1.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>1.5 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and by using predictable text sequences</p> <p>1.6 Begins to explore favorite authors/illustrators, including those whose work reflect cultural variations which focus on holidays, music, art, clothing, customs, values, and language</p> <p>1.7 Uses pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>1.8 Begins to develop reading strategies and critical thinking skills when being read to</p> <ul style="list-style-type: none"> <li>• identifies and recalls story elements (setting, plot, characters, problem/solution/resolution)</li> <li>• draws conclusions</li> <li>• understands context clues</li> <li>• identifies main idea and support information</li> </ul>	<p><b>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</b></p> <p><b>1.A. Main Idea/Essential Message</b> Identifies relevant supporting details/facts and arranges events in chronological order</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity appropriate for story mapping, the student will demonstrate comprehension by retelling the story:             <ol style="list-style-type: none"> <li>a. through illustrations</li> <li>b. by oral retelling</li> </ol> </li> </ul> <p>Retelling includes:</p> <ul style="list-style-type: none"> <li>• Main characters</li> <li>• Setting</li> <li>• Problem and Solution</li> <li>• Sequence of events</li> </ul> <p>(L.A.A.2.1.1)(L.A.C.2.1.1)</p> <p><b>1.B. Plot Development</b> Understands the development of plot and how conflicts are resolved in a story</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity appropriate for story mapping, the student will demonstrate comprehension by retelling the story:             <ol style="list-style-type: none"> <li>a. through illustrations</li> <li>b. by oral retelling</li> </ol> </li> </ul> <p>Retelling includes:</p> <ul style="list-style-type: none"> <li>• Main characters</li> <li>• Setting</li> <li>• Problem and Solution</li> <li>• Sequence of events</li> </ul> <p>(L.A.E.1.1.2)</p>

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	<ul style="list-style-type: none"> <li>• asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands different types of questions</li> <li>• identifies specific information including sequence of events</li> <li>• makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end</li> </ul> <p>1.9 Increases comprehension by rereading, retelling, and discussing story elements of shared text</p> <p>1.10 Uses reading for information to perform a task and learn a new task</p> <p>1.11 Supports oral and written responses (students begin to restate/paraphrase ideas in own words) with details from narrative and informative text</p> <p>1.12 Sorts/classifies objects or pictures into main groups/ categories</p> <p>1.13 Understands and begins to use the appropriate vocabulary and transition words related to chronological order (first, next, then, last)</p> <p>1.14 Explores the author’s intent in writing a selection. Responds to questions – Who would like this story? Why would someone enjoy this story?</p> <p>2.1 Participates in shared reading activities using predictable language texts and big books noting similarities and differences</p> <p>2.2 Listens to daily reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays and compares and contrasts text</p>	<p><b>1.C. Author’s Purpose</b> Identifies author’s purpose in a simple text</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity, the student will identify the author’s purpose as to inform, to entertain, to persuade or to share/experience               <ol style="list-style-type: none"> <li>a. through illustration</li> <li>b. by oral discussion (L.A.A.2.1.2)</li> </ol> </li> </ul> <p><i>Student performance on oral retelling should be noted/reported on a checklist or anecdotal record, etc. Competencies 1A, 1B, and 1C may be combined into one retelling or can be completed as individual tasks.</i></p> <p><b>2.D. Similarities and Differences</b> Knows similarities and differences among the characters, setting and events presented in various texts.</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity, the student will identify similarities and differences between characters, settings and events</li> <li>• After listening to two versions of the same story in a shared reading, read aloud, or other literacy activity, the student will</li> </ul>

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	<p>2.3 Responds to comparison and contrast in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p> <p>2.4 Compares and contrasts a variety of familiar literary forms (fiction, nonfiction, fairy tales)</p> <p>2.5 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast</p> <p>2.6 Relates comparative relationships to own experiences; makes comparisons by relating new information to prior knowledge</p> <p>2.7 Begins to explore favorite authors/illustrators, including those whose work reflect cultural variations which focus on holidays, music, art, clothing, customs, values, and language while noting the similarities and differences</p> <p>2.8 Uses pictures, graphs, charts, maps, and captions to compare and contrast information</p> <p>2.9 Increases comprehension of compare and contrast elements by rereading, retelling, and discussion</p> <p>2.10 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, fairytales and nursery rhymes in order to compare and contrast</p> <p>2.11 Supports oral and written responses (students begin to restate/ paraphrase ideas in own words) with details from narrative and informative text in order to find similarities and differences</p> <p>2.12 Develops awareness of how things are the same or different; understands appropriate vocabulary for comparisons (alike, different, but)</p>	<p>identify similarities of differences between characters, settings or events</p> <ol style="list-style-type: none"> <li>a. through illustrations</li> <li>b. by oral retelling</li> </ol> <p>(L.A.A.1.1.2)(L.A.E.1.1.1)(L.A.A.1.1.2)</p> <p><b>2.E. Compare and Contrast</b> Recognizes the use of comparison and contrast in a text</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity the student will identify similarities and differences between characters, settings and events</li> <li>• After listening to two versions of the same story in a shared reading, read aloud, or other literacy activity the student will identify similarities of differences between characters, settings or events</li> </ul> <ol style="list-style-type: none"> <li>a. through illustrations</li> <li>b. by oral retelling</li> </ol> <p>(L.A.A.1.1.2)(L.A.E.1.1.1)(L.A.A.1.1.2)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>2.13 Begins to develop reading strategies and critical thinking skills when being read to</p> <ul style="list-style-type: none"> <li>• identifies and recalls story elements (setting, plot, characters, problem/solution/resolution)</li> <li>• draws conclusions</li> <li>• understands context clues</li> <li>• identifies main idea and support information</li> <li>• asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands comparison questions</li> <li>• identifies specific information including sequence of events</li> <li>• makes inferences based on text and prior knowledge for example character traits, feelings, actions, mood change from the beginning to end</li> </ul> <p>2.14 Uses reading for information to perform a task and learn a new task</p> <p>2.15 Sorts/classifies objects or pictures into main groups/ categories while noting similarities and differences</p> <p>3.1 Participates in shared reading activities noting cause and effect relationships.</p> <p>3.2 Listens to daily reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays) and discusses/describes cause and effect relationships</p> <p>3.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into cause and effect relationships</p> <p>3.4 Relates cause and effect relationships to own experiences; makes connections by relating new information to prior knowledge</p> <p>3.5 Uses pictures, graphs, charts, maps, and captions to explore cause and effect relationships</p>	<p><b>3.F. Cause and Effect</b> Identifies cause-and-effect relationships in literary text (applies to fiction, non-fiction, poetry and drama)</p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud or other literacy activity, the student will describe the cause or effect of an action or event             <ol style="list-style-type: none"> <li>a. through illustration</li> <li>b. by oral retelling</li> </ol> </li> </ul> <p style="text-align: center;">(L.A.A.2.1.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>3.6 Begins to develop reading strategies when being read to</p> <ul style="list-style-type: none"> <li>• identifies and recalls story elements (setting, plot, characters, problem/solution/resolution)</li> <li>• draws conclusions</li> <li>• understands context clues</li> <li>• identifies main idea and support information</li> <li>• asks how and why questions about a topic, understands the task the question requires, develops self-questioning techniques, understands cause and effect questions</li> <li>• identifies specific information including sequence of events</li> <li>• makes inferences based on text and prior knowledge, for example, characters' traits, feelings, actions, mood change from the beginning to end</li> </ul> <p>3.7 Responds to cause and effect in literature through a variety of activities including graphic organizers, role playing, drama, art and music</p> <p>3.8 Supports oral and written responses related to cause and effect with details from narrative and informative text</p> <p>3.9 Develops an awareness of cause and effect relationships by responding to questions such as: Why did the event occur? What is the result of a particular action?</p> <p>3.10 Increases comprehension by rereading, retelling, and discussing story elements of shared text (12)</p> <p>3.11 Develops an awareness of cause and effect relationships; understands instructional vocabulary and begins to use appropriate words for cause and effect (because, as a result of, etc.)</p> <p>4.1 Participates in shared reading activities and uses pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>4.2 Listens to daily reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales,</p>	<p><b>4.G. Reference Research</b> Understands, recognizes, and uses maps, charts, captions and photos to comprehend text</p> <ul style="list-style-type: none"> <li>• Before, during and after the shared reading of text the student will notice the multiple representation of information in</li> </ul>

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	<p>stories about safety, finger plays, classic tales, puppet plays while exploring multiple representations of information</p> <p>4.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and understanding of multiple representation of information</p> <p>4.4 Relates reading to own experiences; makes predictions by relating new information to prior knowledge by previewing pictures, titles, and by using predictable text sequences</p> <p>4.5 Supports oral and written responses (students begin to restate/paraphrase ideas in own words) with details from multiple representation of information found in narrative and informative text</p> <p>4.6 Use reading for information to perform a task and learn a new task</p> <p>4.7 Develops an awareness of reference research; understands instructional vocabulary and begins to use appropriate words for reference research (maps, charts, etc.)</p> <p>5.1 Participates in shared reading activities and responds to inference questions while using predictable language texts and big books</p> <p>5.2 Listens to daily reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays and discusses inferred relationships</p> <p>5.3 Responds to inference questions through a variety of literary activities including role playing, drama and art</p> <p>5.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge) into inferred relationships</p>	<p>text. The student applies the information in response to the text</p> <ol style="list-style-type: none"> <li>a. by oral discussion</li> <li>b. through illustration</li> </ol> <p>(L.A.A.2.1.3)(L.A.A.2.1.5)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p><b>5.H. Inference</b></p> <ul style="list-style-type: none"> <li>• After listening to a shared reading, read aloud, or participating in a literacy activity, the student will respond to inference questions</li> </ul> <ol style="list-style-type: none"> <li>a. through illustration</li> <li>b. oral discussion</li> </ol> <p>(L.A.E.2.1.1)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>5.5 Uses pictures, graphs, charts, maps, and captions to infer meaning from the text</p> <p>5.6 Begins to develop reading strategies when being read to</p> <ul style="list-style-type: none"> <li>• identify and recall story elements (setting, plot, characters, problem/solution/resolution)</li> <li>• draw conclusions</li> <li>• context clues</li> <li>• identify main idea and support information</li> <li>• ask how and why questions about a topic, understand the task the question requires, develop self-questioning techniques, understand different types of questions</li> <li>• identify specific information including sequence of events</li> <li>• make inferences based on text and prior knowledge; for example, characters traits, feelings, actions, mood change from the beginning to end</li> </ul> <p>5.7 Answers inferential questions by accessing prior knowledge and what was learned in the text</p> <ul style="list-style-type: none"> <li>• How would you help Jack? (From the nursery rhyme Jack and Jill)</li> </ul> <p>5.8 Explores pictures of places or authentic situations and responds to questions to inferential questions such as <i>Where are we?</i> Or <i>What is the weather like?</i></p> <p>6.1 Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression</p> <p>6.2 Listens to daily teacher- modeled reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays</p> <p>6.3 Responds to literature through a variety of activities including reader’s theater, choral reading, tape assisted-reading, drama and re-reading familiar text</p>	<p><b>6.I Fluency (Oral)</b></p> <ul style="list-style-type: none"> <li>• After “picture reading” from a book the student: <ul style="list-style-type: none"> <li>• speaks fluidly using an appropriate speed and in an audible manner</li> <li>• displays confidence and a sense of audience (reading to a teacher or a partner)</li> <li>• speaks with expression</li> <li>• performs “picture reading “ accurately by matching the illustrations</li> </ul> </li> </ul>



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	<p>6.4 Reads targeted high frequency words in a fluid manner while playing word games e.g., daily word work, read around the room, word wall (Project Right Beginnings) bingo, flash cards, etc.</p> <p>6.5 Participates in Guided Reading Groups</p> <p>6.6 Participates in daily Structured Independent Reading activities</p> <ul style="list-style-type: none"> <li>• Self- selects books, magazines from home, school or library at independent level</li> </ul> <p>7.1 Demonstrates book handling by:</p> <ul style="list-style-type: none"> <li>• Holds book right side up</li> <li>• Understands directionality</li> <li>• Tells a story as if reading</li> <li>• Turns pages from front to back of the book</li> <li>• Recognizes where print begins on a page</li> <li>• Knows how to turn to front, middle and end of book</li> </ul> <p>7.2 Knows the names of letters of the alphabet, both lower case and upper case</p> <p>7.3 Identifies the difference between letters (type faces), numerals and words</p> <p>7.4 Finds meaning in print through shared reading, read alouds and independent reading</p> <p>7.5 Demonstrates an understanding of the patterns, rhymes, and rhythms of language both written and oral</p> <p>7.6 Participates in active rereading by choral reading, partner reading or chanting</p> <p>7.7 Shares and discusses personal writing with the group or partner</p> <p>7.8 Participates in Guided Reading Groups</p> <p>7.9 Applies concepts learned during daily Structured Independent Reading</p>	<ul style="list-style-type: none"> <li>• Reads targeted high frequency words fluidly using appropriate speed and in an audible manner (L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.C.3.1.4)</li> </ul> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p> <p><b>7.J. Print Awareness and Concept Development</b></p> <ul style="list-style-type: none"> <li>• The student understands how print is organized by: <ul style="list-style-type: none"> <li>• Demonstrating book handling</li> </ul> </li> <li>• The student understands how print is read through a performance task that demonstrates: <ul style="list-style-type: none"> <li>• Recognizing letters (upper and lower case as well as different type faces), numerals and words</li> <li>• Recognizing that print carries a message</li> <li>• Identifying high frequency words</li> <li>• Recognizing patterns, rhymes and rhythms</li> </ul> </li> <li>• The student understands the connection between reading and writing by reading print aloud (L.A.A.1.1.2)</li> </ul> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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K.II Composition	<p>The following objectives <b>must be used to support the competencies:</b></p> <p>8.1 Demonstrates visual-motor coordination in non-writing and writing tasks</p> <p>8.2 Reads scribble or temporary writing to teacher for conversion to conventional form for occasional publication, e.g., bulletin boards, titles</p> <p>8.3 Copies words from environmental print/word wall to use in personal and shared writing</p> <p>8.4 Begins to use writing conventions, e.g., top to bottom, left to right, upper and lower case letters, periods, question marks, exclamation point</p> <p>8.5 Participates in various prewriting techniques such as observing, listening, tasting, touching, drawing, brainstorming, listing, and webbing to generate ideas for shared writing</p> <p>8.6 Publishes many pieces in their original form in a variety of ways including oral sharing, with help as requested and appropriate, e.g., monthly writing sample</p> <p>8.7 Recognizes and writes first and last name from memory</p> <p>8.8 Displays a willingness to try new tasks taking risks with temporary spelling and other writing activities</p> <p>8.9 Writes using pictures, scribble writing, temporary or standard spelling with paint, crayons, pencils, typewriters/computers to record and reflect ideas</p> <p>8.10 Contributes writing and other work to a portfolio (selections by both teacher and student)</p>	<p><b>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</b></p> <p>8.A The student will demonstrate ability to use written expression by:</p> <ul style="list-style-type: none"> <li>a. labeling or writing a title for a picture</li> <li>b. developing a brief piece (written or dictated) to convey a story about a picture or personal illustration (L.A.B.1.1.1)(L.A.B.1.1.2)(L.A.B.2.1.4)</li> </ul> <p>8.B The student will demonstrate the ability to write daily for a variety of purposes:</p> <ul style="list-style-type: none"> <li>a. teacher-directed writing</li> <li>b. self-initiated writing (L.A.B.1.1.1)(L.A.B.1.1.2)</li> </ul> <p>8.C Portfolio</p> <ul style="list-style-type: none"> <li>• The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include demonstrations of emerging understanding of print as communication through drawings, journals and other developmental writing. (L.A.B.1.1.1)(L.A.B.1.1.2)</li> </ul>

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<p>K.III Vocabulary/Word Study</p>	<p>8.11 Dictates or writes with pictures or words/letters a narrative or informative piece about a familiar experience or text, e.g., news of the day, Project Right Beginnings</p> <p>8.12 Demonstrates ability to sequence events during shared writing exercises</p> <p>8.13 Revises pictures, dictation, letters, etc., by adding something, changing something or taking something away</p> <p>8.14 Contributes ideas during a shared writing activity</p> <p>8.15 Participates in various “writing to learn” activities including anecdotes, journals, instructions, response logs, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes</p> <p>8.16 Shares or discusses all individual writing with a group or partner</p> <p>8.17 Begins to participate in group editing during shared writing, e.g., news of the day Works with simple conventions (capitalization, punctuation, high frequency words (word wall), pattern words, etc.)</p> <p>8.18 Participates in shared writing activities that model story development with a beginning, middle, and end</p> <p>The following objectives <b>are to be used to support the competencies:</b></p> <p>9.1 Participates in daily phonemic awareness activities:</p> <ul style="list-style-type: none"> <li>• Listening and rhyming games</li> <li>• Words and sentence length</li> <li>• Awareness of syllables</li> <li>• Segmenting/blending phonemes</li> <li>• Exploring initial and final sounds</li> </ul>	<p><b>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</b></p> <p>9.A. Student demonstrates knowledge of the sounds/patterns of oral language by:</p> <ul style="list-style-type: none"> <li>• Generating rhymes</li> <li>• Counting number of words or syllables by clapping</li> <li>• Matching initial sounds to pictures</li> </ul>

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	<ul style="list-style-type: none"> <li>• Introducing names and symbols to sound (spelling) Reference: <i>Phonemic Awareness In Young Children</i> by Adams Project Right Beginnings</li> </ul> <p>9.2 Recognizes the names and writes the letters of the alphabet; associates sounds to the names of letters</p> <p>9.3 Uses knowledge of appropriate grade-age, and developmental-level vocabulary in reading and speaking</p> <p>9.4 Understands the use of alliteration</p> <p>9.5 Demonstrates understanding of positional prepositions and adverbs of location, time, and order, e.g., above, on, first, last</p> <p>9.6 Uses pictures, graphs, charts, maps, word walls, and personal word banks to explore the meaning of words</p> <p>9.7 Participates in daily word work to develop automaticity</p> <p>9.8 Classifies pictures and words, e.g., persons, places, things, shapes, colors and foods</p> <p>9.9 Begins to develop phonics through use of temporary spelling in daily writing: Uses random letters to represent words</p> <ul style="list-style-type: none"> <li>• Uses initial and final consonants to represent word structure</li> <li>• Begins to use random vowels to represent sounds</li> <li>• Begins to spell a core of personal words</li> <li>• Associates sounds to names of letters</li> </ul> <p>9.10 Develops a print-related vocabulary through listening to and viewing a variety of materials daily</p> <ul style="list-style-type: none"> <li>• Identifies high-frequency words</li> <li>• Identifies words using context clues, pictures, patterns and sounds</li> <li>• Role plays/acts out word meaning</li> <li>• Generates personal examples of key words</li> <li>• Uses graphic organizers to explore the concepts of words e.g., webs, clusters, concept of definition maps, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting phonemes in words</li> <li>• Comparing word lengths</li> <li>• Spelling words by representing phonemes with letters (L.A.A.1.1.2)(L.A.D.1.1.1)(L.A.E.2.1.2)</li> </ul> <p>9.B. The student will produce sounds and letters by:</p> <ul style="list-style-type: none"> <li>• Writing dictated letters</li> <li>• Matching letters and sounds (L.A.D.1.1.1)</li> </ul> <p>9.C. The student will identify meaning of unfamiliar words or phrases in passages, illustrations, graphs or charts using simple word/good reader strategies by:</p> <ul style="list-style-type: none"> <li>• Reading and explaining meaning using context clues</li> <li>• Identifying patterns in words</li> <li>• Using pictures to identify words</li> <li>• Producing sounds heard in words/sounding out (L.A.A.1.1.3)</li> </ul> <p><i>Student performance should be noted/reported on a checklist or anecdotal record. The kindergarten assessment should have on-going intervention when appropriate.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>K.IV Listening/Speaking/Viewing</p>	<p>9.11 Compiles, with teacher assistance, an alphabet pictiionary</p> <ul style="list-style-type: none"> <li>• Letters and representative pictures for all beginning sounds</li> <li>• Student-generated words using temporary or conventional spelling</li> </ul> <p>9.12 Participates in Guided Reading groups</p> <p>The following objectives <b>must be used to support the competencies:</b></p> <p>10.1 Listens attentively and interacts appropriately with adults and peers in a variety of situations such as teacher-directed lessons, read alouds, show-and-tell, conversation)</p> <p>10.2 Speaks with a clear voice and appropriate body language using vocabulary, sentence length and sentence complexity appropriate for kindergarten level</p> <p>10.3 Begins to evaluate oral presentations using teacher/student developed criteria including engagement of the audience, body language (eye contact, gestures, posture), articulation and standard conventions of English</p> <p>10.4 Begins to develop an understanding of self and others through listening to, viewing, and discussing a variety of multi-cultural materials</p> <p>10.5 Speaks respectfully to students and adults of all ethnic and racial backgrounds to share information</p> <p>10.6 Develops sensitivity to sound discrimination in the environment as well as in words</p> <p>10.7 Differentiates between questions and statements and responds appropriately</p>	<p><b>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</b></p> <p>10.A The student will demonstrate effective speaking, viewing and listening skills by:</p> <ol style="list-style-type: none"> <li>a. making oral presentations including show-and-tell, sharing experiences/stories and recitation of poetry and nursery rhymes</li> <li>b. evaluating presentations by self and peers using teacher/student developed criteria (L.A.C.1.1.3)(L.A.C.3.1.1)</li> </ol> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>K.V Information Literacy/Study/ Test-Taking Skills</p>	<p>10.8 Explores the rhythm, rhyme and repetition of language, nursery rhymes, songs, poems and predictable books and responds with appropriate sounds, motions, words, recitation, and/or finger plays</p> <p>10.9 Retells a familiar story with a beginning, middle and end</p> <p>10.10 Begins to recognize the difference between language that is used at home and language that is used in school</p> <p>10.11 Understands the main idea in a non-print communication, e.g., picture, signs, verbal message</p> <p>The following objectives <b>must be used to support the competencies:</b></p> <p>11.1 Listens and responds to simple oral directions and messages, e.g., follows two step directions such as gives oral directions in games, group work, etc.</p> <p>11.2 Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc.</p> <p>11.3 Understands that information comes from a variety of sources and uses books, multi-media and technology</p> <p>11.4 Begins to ask questions to discover if the information presented in a text is true (asks others or checks another source)</p> <p>11.5 Recognizes letters of the alphabet and has knowledge of ABC order to assist in obtaining information</p> <p>11.6 Rereads and revisits text to verify information</p> <p>11.7 Targets information by underlining, highlighting, framing or circling, e.g., frame words or phrases using a book mark, pointer, etc.</p>	<p><b>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</b></p> <p>11.A The student will demonstrate an understanding of basic instructions by:</p> <ol style="list-style-type: none"> <li>responding to simple oral directions, e.g., put two red circles in a blue square, make a capital A next to the small a</li> <li>giving simple oral directions to peers, e.g., Simon Says (L.A.A.2.1.3)</li> </ol> <p>11.B The student monitors his/her thinking by:</p> <ul style="list-style-type: none"> <li>self-questioning, e.g., What was easy/difficult?, Does it make sense?, Does it sound and look right? (L.A.A.2.1.3)</li> </ul> <p>11.C The student will demonstrate basic study/test-taking skills by:</p> <ol style="list-style-type: none"> <li>revisiting/rereading text, charts, maps, pictures, etc.</li> <li>marking targeted words/information, e.g., underlining, highlighting, circling, etc. (L.A.A.2.1.3)</li> </ol>

# LANGUAGE ARTS

# GRADE K

COMPONENT	OBJECTIVES	COMPETENCY
		<p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>