

Students will be able to...LANGUAGE

- Follow agreed upon rules for discussion. (*raising one's hand, waiting one's turn and speaking one at a time*)
- Contribute knowledge to class discussion in order to develop a topic for a unit of study. (*students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do*)
- Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- Maintain focus on the topic. (*students explain to the class why an object they bring from home is important to them*)
- Identify and sort common words into various classifications. (*colors, shapes, textures*)
- Describe common objects and events.
- Uses language to express special and temporal relationships. (*up, down, before, after*)
- Recognize that the names of things can also be the names of actions. (*fish, dream, run*)
- Identify appropriate end marks. (*period, question mark, exclamation point*)

Students will be able to...READING AND LITERATURE

- Recognize that printed materials provide information or entertaining stories.
- Know how to handle a book and turn pages.
- Identify the covers and title page of a book.
- Recognize that, in English, print moves left to right across the page and from top to bottom.
- Identify upper case and lower case letters.
- Recognize that written words are separated by spaces.
- Recognize that sentences in print are made up of separate words.
- Demonstrate orally that phonemes exist and they can be isolated and manipulated.
- Understand that a sound is a phoneme, or one distinct sound.
- Understand that words are made up of one or more syllables. (*students clap syllables to represent syllables in words*)
- Recognize and produce rhyming words. (*students sing songs, recite nursery rhymes, and play rhyming word games*)
- Identify the initial, medial, and final sounds of a CVC (Consonant-Vowel-Consonant) word.
- Blend sounds to make words.
- Read 40 curriculum based high frequency words
- Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:
- Know that there is a link between letters and sounds.
- Recognize corresponding sound with each letter of the alphabet.
- Understand that written words are composed of letters that represent sounds.
- Use letter-sound matches to decode simple CVC (Consonant-Vowel-Consonant) words.
- Make predictions using prior knowledge, pictures, and text. (*students predict what will happen next in the book Jump, Frog, Jump, by Robert Kalan*)
- Retell a main event from a story heard or read.
- Respond to questions about important characters, setting and events.
- Make predictions about the context of the text using prior knowledge and textual features. (*title, captions, and illustrations*)
- Retell important facts from a text heard or read.

- Identify similarities and differences in plot, setting, and character among the works on an author or illustrator.
- Identify differences among the common forms of literature. (*fiction and nonfiction*)
- Relate themes in works of fiction and nonfiction to personal experience. (*students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories, and compare their own experiences in original art and stories*)
- Identify the elements of plot, character, and setting in a favorite story.
- Identify and use knowledge of common textual features. (*title, headings, captions, key words, table of contents*)
- Identify and use knowledge of common graphic features. (*illustrations, type size*)
- Make predictions about the content of a text using prior knowledge and text and graphic features.
- Explain whether predictions about a story were confirmed or disconfirmed and why.
- Restate main ideas and important facts from a text heard or read.
- Identify a regular beat and similarities of sounds in words, in responding to rhythm and rhyme in poetry.
- Retell or dramatize traditional literature.
- Identify and predict recurring phrases in traditional literature. (*Once upon a time*)
- Rehearse and act out stories, plays and poems for an audience. (*students practice voice control and diction and give oral presentations of their favorite stories to their classmates*)

*Students will be able to...*

*COMPOSITION*

- Draw pictures and/or use letters or phonetically spelled words to tell a story.
- Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- Draw pictures and/or use letters or phonetically spelled words to give others information.
- Print upper and lower case letters of the alphabet.
- Write a simple sentence.
- Generate questions and gather information from several sources in a classroom, school or public library.
- Support judgments about classroom activities or presentations. (*during Show and Tell, students respond to the speaker by talking about the parts of the speaker’s presentation that they liked the most and explaining why they thought these parts were interesting*)