ORAL LANGUAGE and READING STANDARDS

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN ORAL LANGUAGE	HOUGHTON MIFFLIN PHONEMIC AWARENESS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes

To be successful with this standard, students are expected to
 	
• listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
 	
• use drama to retell familiar stories, rhymes, and poems
 	
• use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction
 	
• 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
 	
• begin to use pictures and other visuals to answer questions.
 	
• allow others to speak without unnecessary interruptions
 	
• wait for their turn to speak
 	
• retell information gathered from looking at a picture or from listening to a text read to them.
	Vocabulary Development
	• **Calendar:** assign each day of week a color; colors observed on specific days; finding today's date, review days of week; identify special events
	• **Naming words (animals):** dog, bear, cat, bird, monkey
	• **Describing words (colors):** red, orange, green, blue, yellow, purple, black, white
	• **Singular and plural naming words:** people, places, and things
	
	Listening and Speaking
	• **Listening** to stories
	• **Making connections** with pictures
	• **Responding** to questions
	• **Giving personal response:** favorite part, what do that is similar (text to self connection)
	• **Retelling** with question prompts
	• **Summarizing** using pictures to summarize what heard
	• **Telling a story** with wordless picture books; from memory
	• **Dramatic play** act out a story; act out favorite part of story/book
		Focus on Sounds
		Week 1
		• **Beginning sounds:**
		  ➢ focus on /s/
		  ➢ pairing words with the same beginning sound
		  ➢ identifying words that begin with target sound
		  ➢ identifying if a pair of words begins with the same sound
		  ➢ isolating beginning sound
		  ➢ beginning sounds in names
		
		Week 2
		• **Beginning sounds:**
		  ➢ focus on /m/
		  ➢ pairing words with the same beginning sound
		  ➢ identifying beginning sounds in words
		  ➢ identifying words that begin with target sound
		  ➢ identifying if a pair of words begins with the same sound
		  ➢ isolating beginning sound
		
		Week 3
		• **Beginning sounds:**
		  ➢ focus on /r/
		  ➢ listening for words with same beginning sound
		  ➢ identifying beginning sounds in words
		  ➢ identifying words that begin with target sound
		  ➢ identifying if a pair of words begins with the same sound
		  ➢ identifying words beginning with specific sounds
			To be successful with this standard, students are expected to
			
			• focus on speech sounds
			
			• identify a word that rhymes with a spoken word
			
			• identify words that rhyme
			
			• recognize similarities and differences in beginning and ending sounds (phonemes) of words
			
			• identify pictures of objects whose names share the same beginning or ending sound (phoneme)
			
			• sort pictures of objects whose names share the same beginning or ending sound (phoneme)
			
			• produce rhyming words and recognize pairs of rhyming words presented orally
			
			• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order
			
			• match uppercase and lowercase letter pairs
			
			• recognize and say the usual sounds of all letters.

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CONCEPTS OF PRINT & FLUENCY	HOUGHTON MIFFLIN PHONICS	RESOURCES

To be successful with this standard, students are expected to
 	
• hold printed material the correct way
 	
• identify the front and back covers of a book
 	
• turn pages appropriately
 	
• distinguish print from pictures
 	
• recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order
 	
• match uppercase and lowercase letter pairs
 	
• recognize and say the usual sounds of all letters
 	
• follow text with a finger, pointing to each word as it is read from left to right and top to bottom
 	
• demonstrate the concept of word by dividing spoken sentences into individual words
 	
• locate words, letters, spaces, and lines of text
 	
• locate periods, question marks, and exclamation points
 	
• locate high-frequency words and phrases in familiar text.
	Concepts of Print
	• **Print carries meaning**
	  ➢ Model writing of daily message e.g., what they will do that day, important happening in children's lives
	  ➢ Model reading, e.g., read and think aloud and shared reading
	• **Directionality:** left to right; top to bottom
	• **Sentence form: begins with capital**, space between words, **ends with a period**; where to begin reading
	• **Book:** front and back cover
	
	Fluency
	• Teacher Modeling: reading with enthusiasm and expression, pausing at period, voice reflect exclamation point
	• Choral recitation of refrain or familiar pattern text
	• Echo reading
	• Rereading/revisiting familiar text
	
	Phonics/Decoding Strategy
	
	• Look carefully at the word.
	• Look for word parts you know and think about the sounds for the letters.
	• Blend the sounds to read the word.
	• Ask yourself: Is it a word I know? Does it make sense in what I am reading?
	• If not, ask yourself: What else can I try?
		Decoding Strategy
		Week 1
		• High Frequency Word: I
		• Initial consonant sound *Ss*
		• Compare *Ss* and other sounds
		• Identifying objects/symbols/cards beginning with *Ss*
		• Write Ss
		• Review entire alphabet
		
		Week 2
		• High Frequency Word: I, see
		  ➢ Building sentences
		• Initial consonant sound *Mm*
		• Compare *Mm* and other sounds
		• Identifying objects/symbols/cards beginning with *Mm*
		• Write Mm
		• Review Initial consonant *Ss, Mm*
		
		Week 3
		• High Frequency Word: I, see
		  ➢ Building sentences
		• Initial consonant sound *Rr*
		• Compare *Rr* and other sounds
		• Identifying objects/symbols/cards beginning with *Rr*
		• Write Rr
		• Review Initial consonant *Rr*, *Ss*, *Mm*
			Theme 2: Colors All Around
			(Houghton Mifflin)
			• Alphabet/Letter Books
			• Wordless Picture Books (fiction/story and nonfiction/informational)
			• Decodable Books
			• Predictable Books
			• Appropriate Leveled Books
			• Appropriate Concept Books
			• Breakthrough to Literacy books
			• Words Their Way Text & Word Sort CD
			
			• MCPS Word Sort CD

READING STANDARDS

STANDARDS CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION	HANDWRITING WITHOUT TEARS & ZANER-BLOSER HANDWRITING
To be successful with this standard, students are expected to • explain that printed text provides information • make predictions based on illustrations or portions of a text • link knowledge from their own experiences to make sense of and talk about a text • respond to simple questions about the content of a book • produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud • give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how • use vocabulary from a story in discussions and retellings • use descriptive language to talk about characters, settings, and events of a story • recognize their first and last names • use standard letter formation • use standard number formation • use appropriate pencil grip.	**Strategies** • Take picture walk/preview • Make connections and comparisons • Make predictions • Revise and confirm predictions **Core Strategies** • **Predict/Infer (target)** ➢ Think about the title, the illustrations, and what you have read so far. ➢ Tell what you think will happen next or what you will learn. ➢ Try to figure out things that the author does not say directly. • **Summarize (target)** ➢ Think about the main ideas or the important parts of the selection. ➢ Tell in your own words the important things you have read	**Skills** • **Sequencing events (target)** • **Making inferences/predictions (target)** • **Comparing and contrasting (target)** **Week 3** • Sequence of Events • Making Predictions • Summarize **Literary Concepts** • **Fiction:** concept book, tale, fable • **Nonfiction (cross-curricular):** concept book, article **Tools/Graphic Organizers** (Add the graphic organizers you use.)	

WRITING STANDARDS

FIRST NINE WEEKS

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN **WRITING**	HOUGHTON MIFFLIN **WRITING**	**ASSESSMENT TOOLS**
To be successful with this standard, students are expected to • read and explain their own drawings and writings • write without resistance when given the necessary time, place, and materials • 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.	**Preparing for Writing** Students engage in activities that they can draw from to write. • **Drawing** • **Talking** about topic/concepts they have been studying **Modeled Writing** Teacher writes and thinks aloud with the intent of making concepts of print clear to students • **Daily Message** • **Journal Entry**	**Shared Writing** Teacher writes and thinks aloud as she does. Students contribute ideas that the teacher may rephrase to make a sentence. • Writing a description • Writing a graphic organizer **Interactive Writing** Teacher shares the pen and students write portions of the text. • Writing a description • Writing a class story **Independent Writing** Students write in their developmental print. • Choosing a topic • Response to Their Picture • Journal response **Dictated Writing** Teacher scribes in book print what student says. • Response to Their Picture	**Theme 2: Colors All Around** (Houghton Mifflin) • Observational Checklist • Phonics Decoding Screening Test • Leveled Reading Passages Assessment Kit • Theme Skills Tests • Integrated Theme Tests PALS PM Benchmark