

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN ORAL LANGUAGE	HOUGHTON MIFFLIN PHONEMIC AWARENESS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Vocabulary Development</p> <ul style="list-style-type: none"> Using movement words <ul style="list-style-type: none"> List ways of walking Act out ways of walking Graphic organizer – Ways of moving Using family words <ul style="list-style-type: none"> Brainstorm names for family members Write about family members Using exact naming words <ul style="list-style-type: none"> Use exact nouns to name clothing Draw and label clothing pictures List seasonal clothing Using action words <ul style="list-style-type: none"> Use action words Learn academic language: verbs, or actions words Using order words <ul style="list-style-type: none"> Use order words to sequence events Learn academic language: order words first, next, last <p style="text-align: center;">Listening and Speaking</p> <ul style="list-style-type: none"> List seasonal clothing Using order words <ul style="list-style-type: none"> Use order words to sequence events Learn academic language: order words first, next, last 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 	<p style="text-align: center;">Focus on Sounds</p> <p>Week 1</p> <ul style="list-style-type: none"> Blending Onset and Rime <ul style="list-style-type: none"> ie. /f/ /or/ (for) Segmenting Onset and Rime <ul style="list-style-type: none"> ie. for /f/ /or/ Beginning sounds: <ul style="list-style-type: none"> focus on /t/ identifying words beginning with /t/ identifying if a pair of words begins with the same sound isolating beginning sound <p>Week 2</p> <ul style="list-style-type: none"> Blending Onset and Rime <ul style="list-style-type: none"> ie. /h/ /er/ (her) Segmenting Onset and Rime <ul style="list-style-type: none"> ie. hen /h/ /en/ Beginning sounds <ul style="list-style-type: none"> focus on /b/ identifying words beginning with /b/ identifying if a pair of words begins with the same sound isolating beginning sound <p>Week 3</p> <ul style="list-style-type: none"> Blending Onset and Rime <ul style="list-style-type: none"> ie. /b/ /y/ (by) Segmenting Onset and Rime <ul style="list-style-type: none"> ie. toast /t/ /oast/ Beginning sounds <ul style="list-style-type: none"> focus on /n/ identifying words beginning with /n/ identifying if a pair of words begins with the same sound isolating beginning sound 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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. 	<p>Concepts of Print</p> <ul style="list-style-type: none"> • Return sweep • Capitalize first word in sentence • End punctuation <p>Fluency</p> <ul style="list-style-type: none"> • 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 <p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • 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? 	<p>Decoding Strategy</p> <p>Week 1</p> <ul style="list-style-type: none"> • High Frequency Word: I, see, my <ul style="list-style-type: none"> ➤ Building sentences • Initial consonant sound <i>Tt</i> <ul style="list-style-type: none"> ➤ Compare <i>Tt</i> and other sounds ➤ Identifying objects/symbols/cards beginning with <i>Tt</i> ➤ Write <i>Tt</i> <p>Week 2</p> <ul style="list-style-type: none"> • High Frequency Word: I, like, my, see <ul style="list-style-type: none"> ➤ Building sentences • Initial consonant sound <i>Bb</i> <ul style="list-style-type: none"> ➤ Compare <i>Bb</i> and other sounds ➤ Identifying objects/symbols/cards beginning with <i>Bb</i> ➤ Write <i>Bb</i> ➤ Review Initial consonant <i>Tt, Bb</i> <p>Week 3</p> <ul style="list-style-type: none"> • High Frequency Word: I, like, my, see <ul style="list-style-type: none"> ➤ Building sentences • Initial consonant sound <i>Nn</i> <ul style="list-style-type: none"> ➤ Compare <i>Nn</i> and other sounds ➤ Identifying objects/symbols/cards beginning with <i>Nn</i> ➤ Write <i>Nn</i> ➤ Review Initial consonant <i>Tt, Bb, Nn</i> 	<p>Theme 3: We're a Family (Houghton Mifflin)</p> <ul style="list-style-type: none"> • 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 • <u>Words Their Way</u> Text & Word Sort CD • MCPS Word Sort CD

<p>CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes</p>	<p>HOUGHTON MIFFLIN COMPREHENSION STRATEGIES</p>	<p>HOUGHTON MIFFLIN COMPREHENSION</p>	<p>HANDWRITING WITHOUT TEARS & ZANER-BLOSER HANDWRITING</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Take picture walk/preview • Make connections and comparisons • Make predictions • Revise and confirm predictions <p style="text-align: center;">Core Strategies</p> <ul style="list-style-type: none"> • Evaluate (target) Ask yourself: <ul style="list-style-type: none"> ➢ How do I feel about what I read? ➢ Do I agree or disagree with it? ➢ Am I learning what I wanted to know? ➢ How good a job has the author done? • Predict/Infer (target) <ul style="list-style-type: none"> ➢ 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) <ul style="list-style-type: none"> ➢ Think about the main ideas or the important parts of the selection. ➢ Tell in your own words the important things you have read 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Using story structure: characters and setting (target) • Making inferences/drawing conclusions (target) <p style="text-align: center;">Literary Concepts</p> <ul style="list-style-type: none"> • Fiction: concept book, tale, fable • Nonfiction (cross-curricular): concept book, article <p style="text-align: center;">Tools/Graphic Organizers (Add the graphic organizers you use.)</p>	

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN WRITING	HOUGHTON MIFFLIN WRITING	ASSESSMENT TOOLS
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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. 	<p>Preparing for Writing Students engage in activities that they can draw from to write.</p> <ul style="list-style-type: none"> • Drawing • Talking about topic/concepts they have been studying <p>Modeled Writing Teacher writes and thinks aloud with the intent of making concepts of print clear to students</p> <ul style="list-style-type: none"> • Daily Message • Journal Entry 	<p>Shared Writing Teacher writes and thinks aloud as she does. Students contribute ideas that the teacher may rephrase to make a sentence.</p> <ul style="list-style-type: none"> • Recording observations • Writing a grocery list • Using order words <p>Interactive Writing Teacher shares the pen and students write portions of the text.</p> <ul style="list-style-type: none"> • Writing a journal entry • Choosing a good title • Using order words <p>Independent Writing Students write in their developmental print.</p> <ul style="list-style-type: none"> • Choosing a topic • Response to Their Picture • Journal response <p>Dictated Writing Teacher scribes in book print what student says.</p> <ul style="list-style-type: none"> • Response to picture 	<p>Theme 3: We're a Family (Houghton Mifflin)</p> <ul style="list-style-type: none"> • Observational Checklist • Phonics Decoding Screening Test • Leveled Reading Passages Assessment Kit • Theme Skills Tests • Integrated Theme Tests <p>PALS</p> <p>PM Benchmark</p>