

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN ORAL LANGUAGE	HOUGHTON MIFFLIN PHONEMIC AWARENESS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use drama to retell familiar stories, rhymes, and poems</li> <li>use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction</li> <li>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</li> <li>begin to use pictures and other visuals to answer questions.</li> <li>allow others to speak without unnecessary interruptions</li> <li>wait for their turn to speak</li> <li>retell information gathered from looking at a picture or from listening to a text read to them</li> </ul>	<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>Using positional words</li> <li>Using action words</li> </ul> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate position words</li> <li>Discuss and list action words</li> <li>Listening to stories</li> <li>Making connections with pictures</li> <li>Responding to questions</li> <li>Giving personal response: favorite part, what do that is similar (text to self connection)</li> <li>Retelling with question prompts</li> <li>Summarizing using pictures to summarize what heard</li> <li>Telling a story with wordless picture books; from memory</li> </ul>	<p><b>Focus on Sounds</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Blending &amp; Segmenting Onset &amp; Rime <ul style="list-style-type: none"> <li>ie. /b/ /ear/ (bear)</li> </ul> </li> <li>Blending Phonemes <ul style="list-style-type: none"> <li>ie. /c/ /a/ /n/ (can)</li> </ul> </li> <li>Beginning sounds: <ul style="list-style-type: none"> <li>Focus on /h/, Review /n/, /b/</li> <li>identifying words beginning with /h/</li> <li>identifying if a pair of words begins with the same sound</li> <li>isolating beginning sound</li> </ul> </li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>Blending &amp; Segmenting Onset &amp; Rime <ul style="list-style-type: none"> <li>ie. /s/ /ay/ (say)</li> </ul> </li> <li>Blending Phonemes <ul style="list-style-type: none"> <li>ie. /p/ /i/ /g/ (pig)</li> </ul> </li> <li>Beginning sounds <ul style="list-style-type: none"> <li>Focus on /v/, Review /h/, /m/</li> <li>identifying words beginning with /v/</li> <li>identifying if a pair of words begins with the same sound</li> <li>isolating beginning sound</li> </ul> </li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Blending &amp; Segmenting Onset &amp; Rime <ul style="list-style-type: none"> <li>ie. /w/ /all/ (wall)</li> </ul> </li> <li>Segmenting Onset and Rime <ul style="list-style-type: none"> <li>ie. /r/ /a/ /n/ (ran)</li> </ul> </li> <li>Beginning sounds <ul style="list-style-type: none"> <li>Focus on /k/, Review /v/, /h/</li> <li>identifying words beginning with /k/</li> <li>identifying if a pair of words begins with the same sound</li> <li>isolating beginning sound</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>focus on speech sounds</li> <li>identify a word that rhymes with a spoken word</li> <li>identify words that rhyme</li> <li>recognize similarities and differences in beginning and ending sounds (phonemes) of words</li> <li>identify pictures of objects whose names share the same beginning or ending sound (phoneme)</li> <li>sort pictures of objects whose names share the same beginning or ending sound (phoneme)</li> <li>produce rhyming words and recognize pairs of rhyming words presented orally</li> <li>recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order</li> <li>match uppercase and lowercase letter pairs</li> <li>recognize and say the usual sounds of all letters</li> </ul>

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CONCEPTS OF PRINT & FLUENCY	HOUGHTON MIFFLIN PHONICS	RESOURCES
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>hold printed material the correct way</li> <li>identify the front and back covers of a book</li> <li>turn pages appropriately</li> <li>distinguish print from pictures</li> <li>recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order</li> <li>match uppercase and lowercase letter pairs</li> <li>recognize and say the usual sounds of all letters</li> <li>follow text with a finger, pointing to each word as it is read from left to right and top to bottom</li> <li>demonstrate the concept of word by dividing spoken sentences into individual words</li> <li>locate words, letters, spaces, and lines of text</li> <li>locate periods, question marks, and exclamation points.</li> <li>locate high-frequency words and phrases in familiar text.</li> </ul>	<p style="text-align: center;"><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Word Spacing</li> <li>First Letter in a Written Word</li> <li>Match spoken words to print</li> </ul> <p style="text-align: center;"><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Word and Picture Book</li> <li>Reading Decodable Text</li> <li>Word and Picture Book</li> <li>Building Fluency</li> </ul> <p style="text-align: center;"><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>Look carefully at the word.</li> <li>Look for word parts you know and think about the sounds for the letters.</li> <li>Blend the sounds to read the word.</li> <li>Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>If not, ask yourself: What else can I try?</li> </ul>	<p style="text-align: center;"><b>Decoding Strategy</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>High Frequency Words: I, see, my, like, a             <ul style="list-style-type: none"> <li>Words with Short a                     <ul style="list-style-type: none"> <li>Building Short <i>a</i> words</li> <li>Blending Short <i>a</i> words</li> </ul> </li> <li>Building sentences</li> </ul> </li> <li>Initial consonant <i>Hh</i> <ul style="list-style-type: none"> <li>Compare <i>Hh</i> and other sounds</li> <li>Identifying objects/symbols/cards beginning with <i>Hh</i></li> <li>Write <i>Hh</i></li> </ul> </li> <li>Review Initial consonant <i>Hh, Bb, Nn</i></li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>High Frequency Words: a, I, like, my, see, to             <ul style="list-style-type: none"> <li>Words with Short a                     <ul style="list-style-type: none"> <li>Building Short <i>a</i> words</li> <li>Blending Short <i>a</i> words</li> </ul> </li> <li>Building sentences</li> </ul> </li> <li>Initial consonant <i>Vv</i> <ul style="list-style-type: none"> <li>Compare <i>Vv</i> and other sounds</li> <li>Identifying objects/symbols/cards beginning with <i>Vv</i></li> <li>Write <i>Vv</i></li> </ul> </li> <li>Review Initial consonant <i>Vv, Hh, Mm</i></li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>High Frequency Words: a, I, like, my, see, to             <ul style="list-style-type: none"> <li>Words with Short a                     <ul style="list-style-type: none"> <li>Building Short <i>a</i> words</li> <li>Blending Short <i>a</i> words</li> </ul> </li> <li>Building sentences</li> </ul> </li> <li>Initial consonant <i>Cc</i> <ul style="list-style-type: none"> <li>Compare <i>Cc</i> and other sounds</li> <li>Identifying objects/symbols/cards beginning with <i>Cc</i></li> <li>Write <i>Cc</i></li> </ul> </li> <li>Review Initial consonant <i>Cc, Vv, Hh</i></li> </ul>	<p><b>Theme 4: Friends Together</b> (Houghton Mifflin)</p> <ul style="list-style-type: none"> <li>Alphabet/Letter Books</li> <li>Wordless Picture Books (fiction/story and nonfiction/informational)</li> <li>Decodable Books</li> <li>Predictable Books</li> <li>Appropriate Leveled Books</li> <li>Appropriate Concept Books</li> <li>Breakthrough to Literacy books</li> <li><u>Words Their Way</u> Text &amp; Word Sort CD</li> <li>MCPS Word Sort CD</li> </ul>

K.6 The student will demonstrate an understanding that print makes sense.

SECOND NINE WEEKS

<p><b>CURRICULUM FRAMEWORK</b> Essential Knowledge, Skills &amp; Processes</p>	<p>HOUGHTON MIFFLIN <b>COMPREHENSION STRATEGIES</b></p>	<p>HOUGHTON MIFFLIN <b>COMPREHENSION</b></p>	<p>HANDWRITING WITHOUT TEARS &amp; ZANER-BLOSER <b>HANDWRITING</b></p>
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• explain that printed text provides information</li> <li>• make predictions based on illustrations or portions of a text</li> <li>• link knowledge from their own experiences to make sense of and talk about a text</li> <li>• respond to simple questions about the content of a book</li> <li>• produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud</li> <li>• give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how</li> <li>• use vocabulary from a story in discussions and retellings</li> <li>• use descriptive language to talk about characters, settings, and events of a story</li> <li>• recognize their first and last names</li> <li>• use standard letter formation</li> <li>• use standard number formation</li> <li>• use appropriate pencil grip.</li> </ul>	<p style="text-align: center;"><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Take picture walk/preview</li> <li>• Make connections and comparisons</li> <li>• Make predictions</li> <li>• Revise and confirm predictions</li> </ul> <p style="text-align: center;"><b>Core Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Question (target)</b> <ul style="list-style-type: none"> <li>➢ Ask questions that can be answered as you read or after you finish reading.</li> </ul> </li> <li>• <b>Predict/Infer (target)</b> <ul style="list-style-type: none"> <li>➢ Think about the title, the illustrations, and what you have read so far.</li> <li>➢ Tell what you think will happen next or what you will learn.</li> <li>➢ Try to figure out things that the author does not say directly.</li> </ul> </li> <li>• <b>Evaluate (target)</b> Ask yourself:                             <ul style="list-style-type: none"> <li>➢ How do I feel about what I read?</li> <li>➢ Do I agree or disagree with it?</li> <li>➢ Am I learning what I wanted to know?</li> <li>➢ How good a job has the author done?</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Using text organization (target)</b></li> <li>• <b>Summarizing (target)</b></li> <li>• <b>Recognizing cause and effect (target)</b></li> </ul> <p style="text-align: center;"><b>Literary Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Fiction:</b> concept book, tale, fable</li> <li>• <b>Nonfiction (cross-curricular):</b> concept book, article</li> </ul> <p style="text-align: center;"><b>Tools/Graphic Organizers</b> (Add the graphic organizers you use.)</p>	

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN WRITING	HOUGHTON MIFFLIN WRITING	ASSESSMENT TOOLS
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read and explain their own drawings and writings</li> <li>• write without resistance when given the necessary time, place, and materials</li> <li>• 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.</li> </ul>	<p><b>Preparing for Writing</b> Students engage in activities that they can draw from to write.</p> <ul style="list-style-type: none"> <li>• <b>Drawing</b></li> <li>• <b>Talking</b> about topic/concepts they have been studying</li> </ul> <p><b>Modeled Writing</b> Teacher writes and thinks aloud with the intent of making concepts of print clear to students</p> <ul style="list-style-type: none"> <li>• <b>Graphic Organizer</b></li> <li>• <b>Daily Message</b></li> <li>• <b>Journal Entry</b></li> </ul>	<p><b>Shared Writing</b> 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"> <li>• Writing a Newsletter</li> <li>• Writing a Story</li> <li>• Writing a Note</li> </ul> <p><b>Interactive Writing</b> Teacher shares the pen and students write portions of the text.</p> <ul style="list-style-type: none"> <li>• Using Positional Words</li> <li>• Writing Sentences</li> <li>• Writing a List</li> </ul> <p><b>Independent Writing</b> Students write in their developmental print.</p> <ul style="list-style-type: none"> <li>• Recording information</li> <li>• Journal response</li> </ul> <p><b>Dictated Writing</b> Teacher scribes in book print what student says.</p> <ul style="list-style-type: none"> <li>• Response to picture</li> </ul>	<p><b>Theme 4: Friends Together</b> (Houghton Mifflin)</p> <ul style="list-style-type: none"> <li>• Observational Checklist</li> <li>• Phonics Decoding Screening Test</li> <li>• Leveled Reading Passages Assessment Kit</li> <li>• Theme Skills Tests</li> <li>• Integrated Theme Tests</li> </ul> <p>PALS</p> <p>PM Benchmark</p>