

<p>CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes</p>	<p>HOUGHTON MIFFLIN ORAL LANGUAGE</p>	<p>HOUGHTON MIFFLIN PHONEMIC AWARENESS</p>	<p>CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes</p>
<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 size, shape, color, and spatial words to describe people, places, and things during group or individual 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. use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events 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 retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end) speak in complete, simple sentences. 	<p>Vocabulary Development</p> <ul style="list-style-type: none"> Opposite words: e.g., old, new, up, down, in, out, under, on Weather words: e.g. wet/dry, rainy/sunny, hot/cold, day/night Describing words: words related to senses; by comparing (simile) Action words: theme/concept related Concept of time: yesterday, today <p>Listening and Speaking</p> <ul style="list-style-type: none"> 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, using pictures Summarizing with question prompts, using pictures to summarize what heard Creating oral sentences: using action words Movement: pantomime weather words 	<p>Focus on Sounds</p> <p>Week 1</p> <ul style="list-style-type: none"> Identify rhyming words Blending phonemes <ul style="list-style-type: none"> one-syllable words; e.g., pig, fat, bun, hen, red vowel sounds: short i e. words; long a, o, i Segmenting Phonemes: one-syllable words Initial consonant: (with pictures): d <ul style="list-style-type: none"> identifying if words begin with target sound sorting pictures that begin with target sounds compare and review d with other letters, e.g., f, k <p>Week 2</p> <ul style="list-style-type: none"> Identify rhyming words Blending phonemes <ul style="list-style-type: none"> one-syllable words, two or three sounds; e.g. up, bike, seat, wheel vowel sounds: short i, o, e, u words; long a, i, e words Segmenting Phonemes: one-syllable words, two or three sounds, e.g., dig, zig, man, dan Initial consonant: z <ul style="list-style-type: none"> identifying words that begin with target sound sorting pictures that begin with target sounds identifying if a pair of words begins with the same sounds compare and review z with other letters, e.g., p, l <p>Week 3</p> <ul style="list-style-type: none"> Blending phonemes <ul style="list-style-type: none"> one-syllable words, two or three sounds e.g., dog, cat, hat, got, is, moon, cow vowel sounds: short e, a, e, o, i; long a, e, i Segmenting Phonemes: one-syllable words, two or three sounds Initial consonant: d, z <ul style="list-style-type: none"> identifying words that begin with target sound sorting pictures that begin with target sounds identifying if a pair of words begins with the same sounds 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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 discriminate between large phonological units of running speech, sentences, words, and syllables generate rhyming words based on a given rhyming pattern. supply a word that rhymes with a spoken word recognize how phonemes sound when spoken in isolation blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>.) isolate initial consonants in single-syllable words (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>) substitute other onsets (/b/ for /c/) to form different words (<i>bat</i>). substitute the beginning consonant to make a new word segment one-syllable words into onset and rime segment one-syllable words into sounds (phonemes).

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"> • Directionality: tracking print left to right, top to bottom, one to one correspondence • Sentence: begins with capital, space between words, ends with a period; where to begin reading • Word: build concept of word and space in a sentence • Punctuation: period, question mark, exclamation point, quotation marks <p>Fluency</p> <ul style="list-style-type: none"> • Teacher Modeling: <ul style="list-style-type: none"> ➢ reading with enthusiasm and expression, pausing at period ➢ voice reflect exclamation point, character's attitude, tension in story plot ➢ rereading emphasizing rhyme and rhythm • Echo reading • Repeated reading • Singing songs: alphabet, rhyming, concept • Reciting rhymes • Read aloud favorite parts of a familiar book 	<p>Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts/letters 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>Phonics</p> <p>Week 1</p> <ul style="list-style-type: none"> • High Frequency Words: a, and, for, go, here, I, is, like, my, see • Matching sound/print: d • Building Words: with short i/rime ig; with short i or short a (rimes) <p>Week 2</p> <p>High Frequency Words: I, see, my, like, a, to, and, go, is, here, have</p> <ul style="list-style-type: none"> • Matching sound/print: z • Building Words (changing initial consonant/onset and keeping rime the same) <ul style="list-style-type: none"> ➢ short i; rime (ig) ➢ short a; rime (at, an) <p>Week 3</p> <p>High Frequency Words: go, like, me, I, see, here, is, to, a, my,</p> <ul style="list-style-type: none"> • Matching sound/print: d, z • Building Words <ul style="list-style-type: none"> ➢ short i; rimes (it, ig) ➢ short a; rime (at, an) 	<p>Theme 7: Wheels Go Around (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>Strategies</p> <ul style="list-style-type: none"> • Take picture walk/preview • Make connections and comparisons • Make predictions • Revise and confirm predictions <p>Core Program Strategies</p> <ul style="list-style-type: none"> • Summarize (target Week 1) <ul style="list-style-type: none"> ➢ Think about the main ideas or the important parts of the selection/picture ➢ Tell in your own words the important things you have read/seen • Monitor/Clarify (target Week 2) <ul style="list-style-type: none"> ➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➢ IF you don't understand something, reread, read ahead, or use the illustrations. • Making Predictions (target Week 3) <ul style="list-style-type: none"> Ask yourself: <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? 	<p>Skills</p> <ul style="list-style-type: none"> • Using Text Organization and Summarizing (target) • Recognizing Cause and Effect (target) • Making Predictions (target) <ul style="list-style-type: none"> • Making predictions • Drawing conclusions • Noting detail • Recognizing cause and effect • Making judgments about pictures • Gathering information <p>Literary Concepts</p> <ul style="list-style-type: none"> • Fiction (tell story): story, tale, fable • Nonfiction (give information): concept book/article <p>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 • write daily for a variety of purposes • write on assigned and/or self-selected topics • 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 • produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud • break down a sentence into individual words • use “skill and practice” software • use word processing software. 	<p>Preparing for Writing Students engage in activities that they can draw from to participate in writing. (Shared, Interactive, Independent)</p> <ul style="list-style-type: none"> • Drawing <ul style="list-style-type: none"> • Talking about topic/concepts they have been studying; brainstorming words • Rereading class-constructed texts: charts, shared and interactive writing <p>Developing Written Language Concepts Modeled Writing</p> <ul style="list-style-type: none"> • Model writing with Daily Message: (Teacher writes and thinks aloud with the intent of making concepts of print clear to students) • Sentence & Word <ul style="list-style-type: none"> ➢ patterned sentence-building with word, picture (rebus), and punctuation cards ➢ close sentence composing with familiar words/picture (rebus) cards ➢ identifying target word in written sentence ➢ guided composing of sentence with word, picture (rebus), and punctuation cards; word, rebus, punctuation cards placed in random order, students organize into sentence ➢ independent practice writing sentences using words, pictures, end punctuation. 	<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"> • Patterned text: each sentence follows a patterned beginning • Patterned close sentences: using student generated content words • Story: who, where, what happens: first, next, last <p>Interactive Writing Teacher shares the pen and students write portions of the text.</p> <ul style="list-style-type: none"> • Students write part of Daily Message: own name, beginning letter of word, word from word wall, familiar words • Theme/Concept Text: e.g., weather report (vary sentence beginnings) <p>Independent Writing Students write in their developmental print and use environmental print.</p> <ul style="list-style-type: none"> • Journal response • Patterned sentences with picture/rebus <p>Dictated Writing Teacher scribes in book print what student says.</p> <ul style="list-style-type: none"> • Response to Their Picture 	<p>Theme 7: Wheels Go Around (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>