

- K.1 The student will demonstrate growth in the use of oral language.
- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- K.6 The student will demonstrate an understanding that print makes sense.
- K.7 The student will develop an understanding of basic phonetic principles.
- K.8 The student will demonstrate comprehension of fiction and nonfiction.

| STANDARDS | CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes | HOUGHTON MIFFLIN ORAL LANGUAGE | ASSESSMENT Getting to Know Your Students | | | |
|--|---|---|--|--|--|---|
| <p>K.1a Listen to a variety of literary forms, including stories and poems.</p> <p>K.1b Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.</p> <p>K.1c Participate in creative dramatics.</p> <p>K.4a Identify orally words that rhyme.</p> <p>K.6b Identify common signs and logos.</p> <p>K.7a Identify and name the uppercase and lowercase letter of the alphabet.</p> <p>K.7b Match consonant and short vowel sounds to appropriate letters.</p> <p>K.7c Identify beginning consonant sounds in single-syllable words.</p> <p>K.8a Use pictures to make predictions about content.</p> | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • generate rhyming words based on a given rhyming pattern • listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts • listen to and discuss fiction and nonfiction print materials and trade books • supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines. • identify a word that rhymes with a spoken word • supply a word that rhymes with a spoken word • produce rhyming words and recognize pairs of rhyming words presented orally • substitute the beginning consonant to make a new word • recognize and identify common signs, logos, and labels • retell information gathered from looking at a picture or from listening to a text read to them • 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 | <p style="text-align: center;">Story</p> <ul style="list-style-type: none"> • Title: name of the story • Fantasy/Make Believe vs. Realism/Real: animals talking signals not real • Story Language: "Once upon a time," • Tale: a story • Rhyme: use in names like Henny Penny • Concept of print: distinguishing picture and print • Using background knowledge to make predictions • Making connections • Answering questions <p style="text-align: center;">Listening and Speaking</p> <ul style="list-style-type: none"> • Listening to stories • Nursery Rhymes: echo rhymes, pantomime actions; oral close to supply rhyming word in familiar nursery rhyme; substitute alternate beginning sounds in rhymes and recite, e.g., Mease Morrledge Mot for Pease Porridge Hot • Dramatic play act out a story; act out favorite part of story; act out a poem <p style="text-align: center;">Previewing the Alphabet</p> <ul style="list-style-type: none"> • Singing alphabet song • Focus on Letter: name letter; learn capital (big) and little shapes; distinguishing target letter from other letters, match capital and small versions of the same letter Week 1: Aa, Bb, Cc, Dd, Ee Week 2: Ff, Gg, Hh, Ii, Jj <p style="text-align: center;">Environmental Print</p> <ul style="list-style-type: none"> • Week 1: room labels; signs in school; familiar logos; familiar food containers (begin to make bulletin board of environmental print) • Week 2: read classroom signs that have picture to support message; read management charts, especially those that use students' names; read Big Book (<i>From Apples to Zebras: A Book of ABC's</i>) that has pictures of environmental print; read and continue to build bulletin board of familiar environmental print | <p>Welcome to School provides the opportunity for teachers to gather information on students' knowledge, skills, and processes in order to plan initial instruction.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Observational Notes</p> <p>Week One</p> <ul style="list-style-type: none"> • Familiarity with traditional tales and rhymes • Recognition of the focus letters • Use of print to locate classroom items • Listening attentively to read aloud • Participation in choral responses of repeated phrases/words • Association of alphabet letters with letters in name • Interest in engaging with books independently • Appropriateness of independent book selection • Ability to hear rhyming pairs • Attitude toward and interest in writing • Ability to distinguish realism and fantasy • Interest in singing songs, performing motions with rhymes and songs • Ability to recite a familiar nursery rhyme • Ability to follow simple oral directions • Ability to retell a story </td> <td style="width: 50%; 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