

**Scranton School District
Planned Course
Language Arts**

Unit: Kindergarten

Estimated Time: Integrated and Ongoing

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently	<p>A. The student will:</p> <ol style="list-style-type: none"> 1. Recognize letters of the alphabet and their sounds. 2. Match capital and lower case letters. Rhyme 3. Identify the beginning sounds, middle sounds and ending sounds of words. 4. Blend sounds into words. 5. Segment words into sounds. 6. Manipulate sounds. 7. Display an understanding of the alphabet principal. 	<ol style="list-style-type: none"> 1. Direct, explicit teaching of phonemic awareness, letter/sound association, and letter identification in whole class and small group situations. Individual instruction as needed. 2. Alphabet puzzles, matching/computer games. 3. Daily phonemic aware- ness activities – rhymes, poems, songs and tongue twisters. 4. Segmentation cheers and chants. 5/6. Oral word games. 7. Changing beginning, middle and ending sounds of words in speech and in songs, poetry and games. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Name and match most letters and match many letters with their sounds. 2. Match most lower case letters with their capitals. 3. Complete nursery rhymes, poems and insert rhyming words in stories. 4. Make the beginning sound, given a word: isolate the middle sound of a closed syllable word; say the ending sound of a word. 5. Blend 3 sounds into real words. 6. Make the 3 sounds in a given closed syllable word (/d/ /o/ /g/ - dog). 7. Change beginning sounds of words in familiar rhymes, poems, chants and songs. 8. Pretend to read.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>B. The student will gather information about a story before reading.</p> <ol style="list-style-type: none"> 1. Preview text cover and illustrations. 2. Generate predictions. <ol style="list-style-type: none"> a. characters b. setting 3. Activate prior knowledge. 	<p>B. The following may be done individually, in small groups, or as an entire class:</p> <ol style="list-style-type: none"> 1. Show the cover of the book and discuss the illustration. 2. Make predictions based on the cover about where the story might take place and who the characters may be. 3. List predictions on chart paper using a graphic organizer (which will be completed after reading, checking predictions). 4. For nonfiction selections, activate prior knowledge about the subject/topic through questioning and for fictional material, relate what may be similar concepts, or story plots, linked to previous stories read. 5. Shared reading with large class “Big Books”. 	<ol style="list-style-type: none"> 1. Teacher observation of student responses. 2. Lists and/or graphic organizers for predictions (Reading Connections – Stance 1 – Rubrics – PSSA) 3. KWL chart completed individually or as a group. 4. PSSA format performance task for written response.

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<p>1.1 Learning to Read Independently</p>	<p>C. The student will preview the text.</p> <ol style="list-style-type: none"> 1. Use book-handling skills. 2. Use concepts of print. 3. Use letter and word recognition. 	<ol style="list-style-type: none"> 1. The student will utilize correct book handling skills following instruction. 2. Using a class big book, the teacher identifies and points out the title, author, table of contents, index, glossary, etc.) 3. Using a pointer and big book with an easel, the teacher will point to words in the story text as it is read from an audio tape emphasizing left to right progression. Can be done with big book, overhead or chart, reinforce with calendar. 4. Students sing songs and act out movements for left/right. 5. Using teacher made letter or word index cards, students will choose a letter/word in the text of the big book. 6. Students will locate letters and/or words in the phonics book. 	<ol style="list-style-type: none"> 1. Student demonstration; teacher observation. 2. Students, under the direction of the teacher, will use color coded post it notes to identify parts of the book. 3. Teacher observation of student behaviors. 4. Directionality CD “Looking at You”; suggested teacher observation. 5. Students will correctly match letters and words with the text. 6. Student will correctly find or match beginning words or letters successfully in phonics books.

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<p>1.1 Learning to Read Independently (cont.)</p>	<p>D. The student will practice strategies during reading to enhance skill development.</p> <ol style="list-style-type: none"> 1. Match voice to print. 2. Use letter/sound links. 3. Apply phonemic awareness. 	<ol style="list-style-type: none"> 1. As teacher reads story aloud, she will point to words in a big book or on an overhead. As student becomes familiar with the text, the teacher can stop and allow students to provide the words. 2. Echo reading of story. 3. Choose a letter or blend sound and challenge students to identify words that begin with specified sound. Alternate activities: <ol style="list-style-type: none"> a. songs/poems b. riddles c. name games d. tongue twisters 	<ol style="list-style-type: none"> 1. Teacher observation of student responses. 2. Students will echo responses as modeled, pointing to correct words. 3. Create a class list on chart paper using the identified sound or blend. Phonics worksheets can be completed for specific letters or blends.

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<p>1.1 Learning to Read Independently (cont.)</p>	<p>4. Determine relationships between text and illustrations</p> <p>5. Determine relationship between text and illustrations.</p> <p>6. Use picture, content and visual cues.</p>	<p>4. Highlight characters, objects, actions, colors or any given subject from the text. Challenge students to find the highlighted words from the text in the illustration.</p> <p>5. Riddle game.</p> <p>6. Discuss how pictures and familiar words can help decipher unknown words and foster understanding (context clues).</p> <p>7. Teacher shows students an illustration of an unfamiliar text. The group writes a short paragraph about what is happening in the picture. The text is then shared orally and compared to the prediction.</p>	<p>4. Teacher places post-it notes with the chosen words over the same word(s) in the text. Students identify the word and move the post it note to the object (concept in the illustration it represents). For example, the post it note with the word “dog” would be placed over the dog in the illustration in the book.</p> <p>5. Students’ responses to riddles.</p> <p>6. Class discussion.</p> <p>7. Students compare/contrast predictions with text, citing how picture cues help derive meaning.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>D. The student will practice strategies during reading to enhance skill development (cont.)</p> <p>E. The student will use self-monitoring comprehension strategies to understand the text read orally.</p> <ol style="list-style-type: none"> 1. Assess and revise predictions. 2. Make associations. 	<ol style="list-style-type: none"> 8. Common vocabulary words and concepts from the paragraph that were contained in the written text are underlined in the student/group prediction paragraph. 9. Discover beginning, middle and end of story through questioning. 10. Using a picture book, the student will retell a story (beginning, middle, end). The text can be fictional (inferential) or expository (informational). <ol style="list-style-type: none"> 1. Students will review previous predictions made on chart paper and compare to actual story details. 2. Students will discuss how clues (pictures, captions, titles, etc.) helped to make predictions about the story. 	<ol style="list-style-type: none"> 8. Students underline the correct words and/or concepts to foster understanding of the printed message. 9. Teacher-led discussion with evaluation of student responses. 10. Picture retelling “tri-fold” ; performance task as per PSSA format; Stance 1 rubric <ol style="list-style-type: none"> 1. Students or teacher will use a highlighter pen to identify correct predictions on the chart. 2. Class discussion (with teacher question game) where students act as the teacher, asking story-related questions.

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<p>1.1 Learning to Read Independently (cont.)</p>	<p>3. Question and clarify meaning.</p> <p>F. The student will begin to acquire a basic sight word vocabulary.</p> <p>1. Common words.</p> <p>2. Word families.</p> <p>3. High frequency words.</p>	<p>3. Students will answer teacher directed questions about story elements (character, setting, plot).</p> <p>4. Dramatic play to tell stories/imitate characters or objects.</p> <p>5. Theme book pages for story sequence.</p> <p>6. Draw story points.</p> <p>1. Using magnetic and word cards with pictures, the students will identify and placed the cards on the magnetic whiteboard. As vocabulary develops, pictures are removed and words alone are used.</p> <p>2. Students will use magnetic word cards to play tic tac toe by identifying 3 words in a row correctly.</p> <p>3. Students will match words with pictures.</p>	<p>3. Teacher directed question and answer session. (Comprehension)</p> <p>4. Teacher observation – character pop-ups; Reading Connections, Stance; Rubric; PSSA format.</p> <p>5. Check student work on activity pages.</p> <p>6. Student drawings as they relate to the story.</p> <p>1. Teacher observation.</p> <p>2. Observe game for accurate responses.</p> <p>3. Teacher created work sheets.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>G. The student will read the text when possible (cont.)</p> <ol style="list-style-type: none"> 2. Use picture cues. 3. Structural cues. 4. Use visual letter/sound cues. <p>H. After reading, demonstrate understanding and interpretation of text.</p> <ol style="list-style-type: none"> 1. Retell or identify the main ideas. 2. Construct a written or oral response. 3. Answer questions. Support answers by revisiting the text. 	<ol style="list-style-type: none"> 2. Students match vocabulary words to pictures in the text. 3. Choral reading with a repetitive book under teacher direction. 4. Students provide initial or final consonants for words on wipe-off cards. 5. Use theme book pages that are make and take books. <ol style="list-style-type: none"> 1. Retell story orally or through a drawing. “What Happened Next” game. 2. Class constructs a big book for a story or theme. 3. Teacher directed questioning based on story details. 4. Reread text to support student answers. 	<ol style="list-style-type: none"> 2. Teacher observation. 3. Student participation. 4. Laminated phonics sheets. 5. Students will share theme books orally in class. <ol style="list-style-type: none"> 1. Student responses and pictures. 2. Big book completion. 3. Question/answer interpretation. 4. Oral rereading; Story Link Performance Task; Reading Connection; Stance 3; PSSA

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<p>1.1 Learning to Read Independently (cont.)</p>	<p>I. The student will demonstrate reading fluency (choral reading, chants, rereading familiar text).</p>	<ol style="list-style-type: none"> 1. Use opening routine activities: <ul style="list-style-type: none"> ● pledge ● morning song ● counting song ● ABC drills ● nursery rhymes ● days of the week and month songs/poems 2. Use charts or big books as teacher helps student to point out familiar words. 3. Use pocket charts to build simple sentences. 4. Picture/word matching sheets. 5. Changing ending patterns in familiar stories, extending the story. 	<ol style="list-style-type: none"> 1. Teacher observation of student participation and leadership. 2. Teacher observation of student participation and leadership. 3. Student reads self-created sentences. 4. Evaluate student accuracy on worksheet. 5. Student created take home book. Performance task; PSSA format; Reading Connections; Stances through 4.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas</p>	<p>The student will:</p> <p>A1. Use new vocabulary.</p> <p>A2. Demonstrate an understanding of concepts (over, under, up, down, first, next, last, left, right, seasons, weather, the same, and different).</p> <p>A3. Distinguish between real and make believe.</p>	<ol style="list-style-type: none"> 1. The teacher will provide background knowledge in discussions and activities. 2. Concept and non-fiction books will be read to the class on a regular basis as part of the integrated curriculum. 3. Hands-on projects will be scheduled to encourage concept development. 4. A wide variety of real and make-believe stories will be read and discussed. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Use new vocabulary in everyday speech. 2. Demonstrate an understanding of left and right hands. 3. Place objects over, under and next to others. 4. Name the first, next and last in a sequence. 5. Accurately recall/retell literal, inferential, personal, critical information, as per reading stances/PSSA. 6. Correctly distinguish between real and make believe.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>B. Listen to and discuss content of informational texts.</p> <p>1. Identify story type (real, make believe).</p> <p>2. Determine essential information.</p>	<p>1. Lead up to reading critically by asking questions not related to a story (Do spiders make webs? Can a boy climb the ladder of a toy truck? Do animals write with pencils and ride on roller skates? How do you know?)</p> <ul style="list-style-type: none"> • follow with story • analyze the facts which are possible and which are not. <p>2. Read to children.</p> <p>3. As variety of stories are read throughout the year, student as a class will maintain an ongoing graph or category chart to keep track of story types after discussions and discoveries are conducted as a group.</p>	<p>1. Observe students' attentiveness.</p> <p>2. Review of literature and reference to the chart – question/answer evaluation of understanding. Levels of comprehension; Reading Stances; PSSA</p> <p>3. Teacher observation of individual's participation in the demonstrate/recall activity. Students will match cards of important parts of story to the spot they are found in the book.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>B. Listen to and discuss content of informational texts (cont.)</p>	<p>4. Students will show parts of a book (text and pictures) to identify information they can recall and retell while pointing to areas relating to what they remember and understand.</p> <p>5. Students will read and discuss classroom publications for science/social studies information.</p> <p>6. Students will complete reading series theme pages when available for certain stories as follow up and practice to reinforce comprehension of story types.</p> <p>7. Students can brainstorm to make a list of important points to the story; this may be followed by sequencing of events or items on the list that students compile.</p>	<p>4. Teacher can use class discussion and follow up activities in teacher's guides to assess standing students have attained.</p> <p>5. Completion of theme pages and teacher observation to demonstrate students' ability to identify story types.</p> <p>6. Teacher prints cards of students' important points; helps them evaluate themselves using cards/pocket chart to add, eliminate and order their ideas.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>C. Facilitate learning through the use of a variety of media.</p> <p>1. Computer</p> <p>2. Tape recorder.</p> <p>3. Television</p>	<p>1. Computer reading program levels.</p> <p>2a. Students can listen to books read on tape as a group or independently.</p> <p>b. Students can use a tape recorder to record themselves in a choral reading/recitation activity or reading a book they have learned and taken home to share.</p> <p>3a. Students can watch selective programs from PBS or similar programming that includes “Reading Rainbow” and “Blues Clues”.</p>	<p>1. Teacher will monitor computer area and print out assessments as needed to determine each student’s mastery of a variety of skills and knowledge.</p> <p>2a. Teacher observation and directed discussion to determine students’ degree of comprehension.</p> <ul style="list-style-type: none"> • Draw pictures as per PSSA Performance Tasks • Complete theme pages <p>b. Teacher assessment of students’ participation and enjoyment and degree of success.</p> <p>3a. Draw on class discussion and question/answer sessions to help.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>3. Television (cont.)</p> <p>4. Videos</p> <p>5. Films</p>	<p>b. Ask students to relate stories from children’s programming they have seen at home. Share one complete story.</p> <p>4a. Show a video version of a book already read. Make comparisons (what/how; same/different). Make lists in categories (same/different) on pocket chart or big tablet.</p> <p>b. Use variety of videos to reinforce and support, review concepts and skills in all areas.</p> <p>5a. Discuss current children’s movies/videos that class may have seen recently.</p> <p>b. Make a graph of how many students saw each movie.</p> <p>c. Have children relate important information they remember from the stories. Compare to their lives.</p>	<p>b. Listen to determine if children’s retelling is coherent, containing important facts and information; logical.</p> <p>4a. Teacher judges student recall; students draw pictures of same or different examples.</p> <p>5. Observation and discussion; participation.</p> <p>Are students able to:</p> <ul style="list-style-type: none"> • Watch the entire video or film? • Participate in making the graph with personal information? • Summarize story events and relate them to their own lives; recall story details and relate them to a theme as per PSSA format.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.2 Reading Critically in All Content Areas (cont.)</p>	<p>5. Films (cont.)</p> <p>D. Recognize and identify various forms of genre (real, make believe, nursery rhymes, poetry, fairy tales).</p>	<p>b. Use ABC, music, science, social studies, and math videos to enhance learning and further develop listening, language and alphabet learning (informational content).</p> <p>1. Teacher will directly teach these forms to students using appropriate models and examples of each from integrated materials.</p> <p>2. Read and discuss wide variety of real and make believe stories, concept and non-fiction, poetry.</p>	<p>b. Teacher directed questions to determine students' enjoyment and recall of videos and information contained therein. Add circle games, guessing games or riddles where related to stories as a mechanism for feedback from the students. Coloring pictures or work sheets where appropriate or available.</p> <p>1. Teacher will observe participation and attentiveness and involvement of students.</p> <p>2. Students will use vocabulary of the forms appropriately and demonstrate understanding of each form by description.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.2 Reading Critically in All Content Areas (cont.)	D. Recognize and identify various forms of genre (real, make believe, nursery rhymes, poetry, fairy tales) (cont.)	3. Keep track of stories and poems used for literature and language activities, review titles and identify genre from memory of reading.	3. Students can play matching games by color coding different genre or using post it notes to identify titles of various types of literature.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature</p>	<p>The student will:</p> <p>A1. Demonstrate and understanding of the literal meaning of stories.</p> <p>2. Have personal reactions to stories.</p> <p>3. Comment on characters.</p>	<p>1. Teacher modeling.</p> <p>2. Class re-enactment.</p> <p>3. Individual retellings.</p> <p>4. Pictorial and invented spellings/retellings.</p> <p>5. Teacher will read a wide variety of children’s literature (poetry, fiction, fantasy, fairy tales, non-fiction).</p> <p>6. Use story sacks (bags with pictures of characters or objects) to retell stories.</p> <p>7. Student activities involving puppets, add-on sheets, sequencing pictures and fine motor skill development correlated with literature presented.</p>	<p>The student will, as per PSSA format:</p> <p>1. Re-enact and re-tell stories.</p> <p>2. Draw pictures and playfully write personal reactions to literature read.</p> <p>3. Relate character traits to themselves.</p> <p>4. Successfully participate in activities related to readings.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature (cont.)</p>	<p>B. Listen to a variety of works of literature.</p> <p>C. Identify literary elements in a story.</p> <ol style="list-style-type: none"> 1. characters 2. setting 3. beginning, middle and end 	<p>Share readings of all types. Invite older students (4th and 5th graders) to read with children individually or in small groups. Invite parents or community members for a “Visiting Readers” program. Encourage discussion after reading.</p> <p>Direct instruction by the teacher on naming the literary elements of the story. Picture cards or pictures and pages of the story can be used to demonstrate each element and to take turns at naming them.</p>	<p>Observe involvement of all individuals at task and their ability to compare and contrast the pieces of literature they have shared.</p> <p>Are students able to acquire, understand and use new vocabulary? Teacher directed questions and student responses, orally and physically pointing can assess students’ knowledge of the elements.</p> <p>Are students able to:</p> <ol style="list-style-type: none"> a. Listen and respond to questions? b. Suggest ideas that relate to the story? c. See and hear patterns in print or artwork? d. Point out beginning, middle and end? e. Describe and name characters in the story? f. Recall and speak repeated words or phrases?

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.3 Reading, Analyzing and Interpreting Literature (cont.)	C. Identify literary elements in a story (cont).	<p>Have older reading partners discuss story elements after reading and help the kindergarten students to fill out a form about the story elements:</p> <ul style="list-style-type: none"> a. What is the book about? b. Who are the characters in the book? Can you imitate them? c. Where is the story happening? d. What happens first, next, last? e. What do you like about the book? Why? f. What words can you pick out? <p>Use stick puppets to identify characters and recreate the story.</p> <p>Sequence pictures of a story after reading it.</p>	<p>Teacher and students review the accuracy of complete forms.</p> <p>Are students capable of making puppets and acting out the story or scenes from the story using their puppets? Observe accuracy of students' sequencing skills.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature (cont.)</p>	<p>D. Identify literary devices in stories (cont.).</p> <p>E. Recognize and complete predictable language patterns.</p> <ol style="list-style-type: none"> 1. Choral reading 2. read alouds 3. predictable reading 4. pattern books 	<p>Students can dance and move to the beat of certain songs, rhymes or chants.</p> <p>Students can learn to read repetitive parts of certain stories and then add clapping to the chant portions to better feel the rhythm and beat of the passages.</p> <p>Teacher introduces each form individually.</p> <p>Choral reading can happen any time the students have to practice a piece of literature, no matter how short, that they can read or recite together following word by word (chant or echo).</p>	<p>Teacher observes class participation and response.</p> <p>Are students able to stay together when reading or echoing story, poem or song?</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature (cont.)</p>	<p>E. Recognize and complete predictable language patterns (cont.)</p>	<p>Students will hear read aloud stories and determine from listening: Who were the characters? What was the setting? What happened? Students will hear and see predictable reading stories and join in completing or guessing what action takes place at various points in the story. Students will hear and see pattern books which they can readily read together after catching onto the pattern or writing on it. Students can use individual letter story books with repetitive sentences and picture word clues.</p>	<p>Are students able to: pay attention to the read aloud? Answer teacher's directed questions about the read aloud? Discuss the story with each other in detail?</p> <p>Can students predict events or phrases in a book or series by figuring out a basic premise? Can students join in the reading of patterned books when they catch onto the idea? Can students follow and read repetitive parts to each sentence and decipher picture words?</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.3 Reading, Analyzing and Interpreting Literature (cont.)</p>	<p>F. Identify dialogue in simple text.</p> <p>G. Respond to works of literature (orally or by drawing).</p>	<p>Teacher directly instructs students on the concept and meaning of dialogue.</p> <p>Students hear and see stories or poems that contain dialogue. Teacher points out examples in the story. Teaching visual clues of the quotation marks and the words “said the fox”.</p> <p>Students hear a variety of literature in various forms.</p> <p>Students can relate individually or in a group by turns, what the story was about.</p>	<p>Teacher assesses through observation and discussion if the students are able to describe what the term dialogue means. and relate information elsewhere?)</p> <p>Are the students able to: Raise their hands when they hear dialogue in a story?</p> <p>Teacher observes and assesses if students are developing attention spans to take in what is orally being read to them.</p> <p>Are students able to: Summarize story points? Share in discussion, listening/speaking?</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.3 Reading, Analyzing and Interpreting Literature (cont.)	G. Respond to works of literature (orally or by drawing) (cont.).	<p>Students can play a game called “If I were (character in the story) I would.....</p> <p>Make a mural to collect and display children’s ideas and feelings about a story. Solicit/hear personal opinion.</p>	<p>Are students able to:</p> <p>Imagine themselves as a character?</p> <p>Identify ways in which they are the same or different from someone else?</p> <p>Respond to other students’ ideas about what they would do as a certain character?</p> <p>Recognize that print has meaning?</p> <p>Observe if students’ drawings reflect the story and if feelings relate to the topic or theme or action.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.4 Types of Writing	<p>The student will:</p> <p>A. Display prewriting skills.</p> <ol style="list-style-type: none"> 1. Display writing attempts. 2. Write some letters. 3. Write their names. 4. Use playfully written messages as part of their routine (showing emergent writing letters, invented spellings, squiggles and pictures.) 	<p>The following may be done individually, in small groups or as an entire class.</p> <ol style="list-style-type: none"> 1. The teacher will model the alphabetic principle on a regular basis. 2. The children will practice writing messages as part of playful activity. 3. Writing centers with age appropriate materials (large crayons, markers, paper) will be available and children will be encouraged to use them regularly. <p>Students hear and see stories or poems that contain dialogue. Teacher points out examples in the story. Teaching visual clues of the quotation marks and the words “said the fox”.</p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Write messages. 2. Use the writing center as part of playful activities. 3. Write first and last name correctly.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.4 Types of Writing (cont.)	<p>3. poem</p> <p>The student will:</p> <p>C. Write to inform</p> <p>1. Lists</p>	<p>3. Using the computer Reading/Writing program, students will complete an individual book by providing words for the given context.</p> <p>4. Given a close exercise format, students will provide rhyming words to write a poem.</p> <p>The following may be done individually, in small groups or as an entire class.</p> <p>1. Prior to a writing activity and with the teacher as the model, the class will list key words for a given topic (Winter: snow; cold; snowman; ice; sled; snowflakes; etc.). Students will use the list words for writing.</p>	<p>3. Individual computer generated take home book.</p> <p>4. Completed poem.</p> <p>Writing in response to reading – The Reading/Writing Connection (PSSA)</p> <p>1. Generated word list</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.4 Types of Writing (cont.)	<p>The student will:</p> <p>C. Write to inform (cont.)</p> <p>2. Letters</p> <p>3. Descriptions</p> <p>4. Definitions</p> <p>5. Collection of facts</p>	<p>2. After reviewing the parts of a letter, the class will construct a letter using the overhead projector and different color markers. Letters can then be copied and sent. (Ideas for letters: thank you to principal or school staff; a letter to parents about school happenings; a pen pal in another class).</p> <p>3. Students cut out a picture of an animal, place, event, etc. from a magazine and write a description or factual story.</p>	<p>2. Student letters.</p> <p>3. Student writings</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.4 Types of Writing (cont.)	D. Write a personal opinion.	<p>1. The teacher will model points of personal opinion writing. Using one given topic, the class will divide into 2 groups (according to opposing views on the topic). Each group will then construct a paragraph on chart paper under the direction of the teacher. The opinions will then be shared and compared with the whole group.</p> <p>2. Using a magazine picture of a favorite food, the student will write or draw why the food is his/her favorite food. The student will share the assignment with the class.</p>	<p>1. Whole group writing assessment.</p> <p>2. Magazine picture with opinion statements or pictures.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.5 Quality of Writing</p>	<p>A. Prewriting skills</p> <ol style="list-style-type: none"> 1. Beginning writing strokes (straight, vertical, and horizontal lines, slanted lines, curved lines); trace, then draw. 2. Learn shapes of letters and numbers, progressing from largest (walking on the shape) to tracing large cards with hands and fingers, to tracing on writing paper, to drawing independently. 3. Individual names – students trace and recognize their names as a sight word, letter by letter, then trace the name, then write the name. <p>B. Retell or write a story that includes:</p> <ul style="list-style-type: none"> • A title • Stays on topic • Makes sense 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Help each other layout string/yarn in letter and number shapes. 2. Children will walk around the shapes of lines and letters layed out on the floor with yarn, string or tape. 3. Children can finger trace letters/numbers on cards or pictures, then on writing paper (largest to smallest form), draw shapes in the air. 4. Children will carry over preliminary writing activities to practice papers of tracing, then independent drawing of letters/numbers individually. <p>Teacher sets a purpose for writing:</p> <ul style="list-style-type: none"> • To find out about.... • To discover..... • To tell or retell..... • To list • To chart 	<ol style="list-style-type: none"> 1. Children will demonstrate the ability to recognize shapes and name each letter/number. 2. Children will demonstrate the ability to trace each letter/number. 3. Children will demonstrate the ability to draw letters/numbers independently. 4. Children will demonstrate the ability to recognize, spell and write their name. <p>Teacher observation of students' responses and involvement as per PSSA format and rubrics.</p> <p>Are students able to:</p> <ul style="list-style-type: none"> • Suggest topics and titles?

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	<p>B. Retell or write a story that includes:</p> <ul style="list-style-type: none"> • A title • Stays on topic • Makes sense (cont.) 	<ul style="list-style-type: none"> • To change • To create • To direct <p>Students brainstorm to create a simple story on any given topic. Teacher records first draft on chart paper for students to see and participate in the process. Solicit ideas – come to consensus – record each part. (May be done in groups or one on one with older grade reading partner).</p> <p>Students can draw individual pictures or create a mural about stories. Teacher or older student can record captions.</p>	<ul style="list-style-type: none"> • Suggest ideas appropriate to the topic? • Recall and repeat each others' ideas? • Show progress in emergent reading and writing? <p>Are students able to:</p> <ul style="list-style-type: none"> • Summarize story events? • Sequence story events? • Retell a story in front of a group and one on one? <p>Are students able to:</p> <ul style="list-style-type: none"> • Plan and draw an illustration about story events? • Observe teacher or older student in process of recording ideas and information?

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	D. Dictate or write a story that makes sense and follows sequentially.	<p>Teacher sets purpose for writing and records students' ideas.</p> <p>Students can put lines of a familiar rhyme in order.</p> <p>Students can sequence a group of pictures for a story, then dictate appropriate captions to coordinate with the picture story.</p> <p>Class writes a "Then what happened?" story – everyone takes a turn to write a line in the story and tries to relate their line to the previous lines – teacher records all and all read and reread.</p> <p>Class may further develop into class book – drawing illustrations for the story lines.</p>	<p>Teacher observes if students are able to:</p> <ul style="list-style-type: none"> • Sequence stories and events. • Dictate stories or captions about pictures. • Plan and draw an illustration about a story event. • Listen and respond in turn. • Use personal experience as a source of ideas for writing. • Contribute information about home, school or community.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	E. Write, using appropriate: <ol style="list-style-type: none"> 1. Language patterns 2. Questions 3. Statements 4. Commands 	<ol style="list-style-type: none"> 1. Direct teacher instruction on language patterns and sentence types. 2. Teacher uses a variety of language pattern examples and/or sentence types in a guessing game technique to get students to respond and identify sentence types and correct language patterns. 3. Direct teacher instruction and demonstration of punctuation and proper use (question mark, period, exclamation point). 4. Students listen to sentence strips read by teacher from pocket chart or wall and determine what punctuation to place at the end. Students take turns. 	<ol style="list-style-type: none"> 1,2. Teacher evaluates students' understanding of concept by the students' responses and participation at lesson time and during verbal hands on games. 3,4. Are students able to: <ul style="list-style-type: none"> • Identify question, statement and command sentences? • Recognize by listening if language patterns are correct (usage, tenses, complete sentences). • Ask how to spell words. • Understand how words have meaning. • Acquire and use new vocabulary appropriately.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	F. Review writing with teacher assistance and use revisions to order story elements.	<p>1. Teacher sets purpose of writing activity for the group.</p> <p>2. Review song, poem or story already learned. Cooperate to add verses, change or substitute rhymes, alter beginning, middle or end of familiar pieces.</p> <p>3. Apply the following to all writing forms: poems, songs, stories, lists, charts, directions, etc.</p> <ul style="list-style-type: none"> • Brainstorm – collect class ideas. • First draft – teacher writes down all ideas. 	<p>1. Teacher will assess by observation of student responses and participation to determine if students are able to:</p> <ul style="list-style-type: none"> • Recall story, poem, song details. • Recognize and substitute rhyme for rhyme. • Point out and say individual words. • Rethink and review during the writing process. <p>2,3. Are students able to:</p> <ul style="list-style-type: none"> • Follow directions to complete a writing project? • Cooperate within a group? • Answer review questions? • Discern if ideas are organized or not?

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	F. Review writing with teacher assistance and use revisions to order story elements (cont.)	<ul style="list-style-type: none"> • Respond and revise Reread and evaluate first draft. Does it feel right? Sound right? Make sense? Does it say what we want it to? Any changes? <p>4. Complete designated sessions of computer program that involves creating stories generating changes in organic stories, rhymes or songs, to the individual ability of each student. songs, to the individual ability of each student. The following can be done with any writing form used in the classroom.</p>	4. Print out of each individual and class statistics that indicate each student's level of mastery for specific activities.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.5 Quality of Writing (cont.)</p>	<p>G. Edit writing after proof reading.</p> <ol style="list-style-type: none"> 1. Spell phonetically or based on rules. 2. Introduce upper/lower case conventions. 3. Introduce end mark punctuation. 	<ol style="list-style-type: none"> 1. Review words, phrases, lines of a literary piece by listening, looking and pointing to see if they sound right. Help students with letter sounds and spelling to the degree of their understanding. 2. Teach directly and practice using upper case letters at the beginning of sentences and for proper names. 3. Teacher directly and practice using and finding end mark punctuation and defining beginning and end of sentences. 	<p>Are students able to:</p> <ol style="list-style-type: none"> 1a. Identify the form they are working with? b. Distinguish where one word stops and the next begins? c. Point out individual words? d. Identify spaces between words? <ol style="list-style-type: none"> 2. Locate the beginning of a sentence by upper case identification and recognition of position? <ol style="list-style-type: none"> 3a. Locate the beginning of a sentence by finding and identifying punctuation marks? b. Acquire and use new vocabulary? c. Plan and anticipate steps needed to accomplish a goal?

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	<p>H. Publish and/or share writing.</p> <ol style="list-style-type: none"> 1. Poem (group or individual). 2. Song 3. Story (group or individual). 4. Class Book 	<p>With respect to various literary forms, teacher can:</p> <ol style="list-style-type: none"> 1. Make copies of each poem and give one to each child. 2. Make copies of the song and/or audiocassettes for the students to borrow/share at home in turn. 3. Class books can be maintained and shared in the classroom library and/or taken home by children in turns. 4. Lists and charts made by students can be hung around the room to remind students of information or procedures contained therein. Small versions can be copied for each student. 	<p>Class discussion and teacher led questions to determine if children are able to:</p> <ol style="list-style-type: none"> 1. Understand, distinguish and identify different forms of literature and writing. 2. Show interest and satisfaction upon completion and sharing of a group or individual writing project with each other and at home. 3. Give reasonable reply for what kind of writing they like and why. 4. Relate lists and charts that hang around the room to routine tasks and classroom rules.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.6 Speaking and Listening	<p>The student will:</p> <p>A. Display speaking and listening skills.</p> <ol style="list-style-type: none"> 1. Listen attentively to stories. 2. Retell and re-enact stories. 3. Use complete sentences. 4. Answer questions. 5. Follow oral directions. 	<p>The following may be done individually, in small groups or as an entire class:</p> <ol style="list-style-type: none"> 1. The teacher will model good language. 2. Students will be provided with many opportunities to listen to good literature (poetry, rhymes, songs, fairy tales, stories and non-fiction). 3. Students participation in story retellings and re-enactments. 4. Puppets, story bags, and objects will be used in lessons as well as playful activities. 5. Action alphabet activity – Reading Connection – Stance 4 - PSSA 	<p>The student will, as per PSSA Reading and Writing Performance Task:</p> <ol style="list-style-type: none"> 1. Appropriately speak and respond to questions on a regular basis. 2. Accurately retell stories. 3. Listen attentively to stories most of the time. 4. Contribute to discussions on a regular basis. 5. Student completes sentence patterns. 6. Follow directions correctly most of the time.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.6 Speaking and Listening (cont.)</p>	<p>The student will: B. Listen to others.</p> <ol style="list-style-type: none"> 1. Formulate and verbalize questions. 2. Distinguish between reality and fantasy. 	<p>The following may be done individually, in small group or as an entire class.</p> <ol style="list-style-type: none"> 1. The teacher will introduce the 5 W's (who, what, where, when, why) as a means of questioning. Using literature from the reading series, questions can be developed and then answered during whole group instruction. 2. Given two literature selections (one realistic and one fantastic), the students will identify characteristics of each and be able to distinguish the two types of selections. 	<ol style="list-style-type: none"> 1. Display 5 W's on the dry erase board. Generate student questions and answer based on the literature. Teacher observation/direction of questions and answers. 2. Student responses of different types of literature selections.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.6 Speaking and Listening (cont.)</p>	<p>The student will: C. Listen to a selection of literature (fiction and/or non-fiction).</p> <ol style="list-style-type: none"> 1. Relate it to a similar experience. 2. Predict what will happen next. 3. Retell beginning, middle and end. 4. Identify characters. 	<p>The following may be done individually, in small groups, or as an entire class.</p> <ol style="list-style-type: none"> 1. Following the reading of a given selection, the students will relate a character's actions, a story event or problem to his/her own life during a discussion. 2. After viewing the cover of a big book or story, students will make predictions about what will happen in the story. Predictions are listed on chart paper and checked following reading. 3. Following the reading of a story, students are given a tri-folded paper to illustrate the beginning, middle and end of the story. 4. Using an oversized story map on a dry erase board, students will identify story elements (setting, characters, problems, events and solution) following an oral reading or rereading. 	<ol style="list-style-type: none"> 1. Class discussion. 2. Predictions on chart paper. 3. Tri-folded paper picture retelling. 4. Oversized class story map.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.6 Speaking and Listening (cont.)</p>	<p>5. Identify new words and concepts.</p> <p>The student will:</p> <p>D. Speak using appropriate speech skills:</p> <ol style="list-style-type: none"> 1. Use complete thoughts. 2. Use appropriate volume and pace. 3. Pronounce most words correctly. 4. Make eye contact. 5. Use expressions, gestures and body language. <p>The student will:</p> <p>E. Participate in small and large group discussions and presentations.</p> <ol style="list-style-type: none"> 1. Participate in everyday conversation. 	<p>5. Prior to and during reading new words/concepts are added to the wall of words and practiced in the make words center.</p> <ol style="list-style-type: none"> 1. During class discussion the student will communicate thoughts or ideas pertaining to a given topic, subject or story. 2. Following a reading lesson, students will retell the story into a tape recorder using correct volume and pace and pronouncing most words correctly. 3. Using a role play activity individually or as a group, students will act out a scene from a story making eye contact, using expressions and appropriate body language. The following may be done individually, in small group or as an entire class: 1. Students will participate in daily opening exercises. 	<p>5. Seat work charts with new words build using letter cards.</p> <ol style="list-style-type: none"> 1. Class discussion. 2. Tape recorded story retelling. 3. Role play activity. 1. Participation in daily class activities.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.6 Speaking and Listening (cont.)</p>	<p>2. Give simple presentations.</p> <p>3. Use oral language to work cooperatively with others.</p> <p>The student will: F. Use media for learning purposes. 1. Recognize different forms of media as a part of everyday life.</p> <p>2. Recognize advertisements.</p>	<p>2. During a class show and tell activity, students will give a simple presentation based on the object or idea chosen for the activity.</p> <p>3. In groups of 3 or 4 students will cooperatively create and then describe a group-created mural on a given topic (dinosaurs, the ocean, the seasons, etc.)</p> <p>The following may be done individually, in small group or as an entire class: 1. After a lesson identifying television, radio, film and the internet as forms of media, students will describe how each medium is used in his/her daily life.</p> <p>2. Given individual poster boards, magazines and newspapers, students will cut out ads and classify them (goods for sale, services, entertainment, etc.) and present posters to the class.</p>	<p>2. Show and tell activity.</p> <p>3. Group mural on butcher paper and follow up group explanation.</p> <p>1. Class discussion.</p> <p>2. Poster activities.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.7 Characteristics and Functions of the English Language</p>	<p>The student will:</p> <p>A. Display characteristics and functions of the English language.</p> <ol style="list-style-type: none"> 1. Label objects. 2. Speak in sentences. 3. Respond orally to questions. 4. Interact with others socially. 5. Will communicate his/her needs and feelings to the teacher. 	<p>The following may be done individually, in small group or as a whole class:</p> <ol style="list-style-type: none"> 1. The teacher will model the correct use of the language. 2. The students will be provided with opportunities to interact and communicate with others. 3. Puppets, story bags and story retelling will be incorporated into the curriculum to foster correct language acquisition. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Name things correctly. 2. Speak in complete sentences. 3. Ask questions. 4. Convey his/her feelings. 5. Interact with others.
<p>1.8 Research</p>	<p>The student will:</p> <p>A. Discuss content topics of interest for research.</p>	<p>The following may be done individually, in small groups, or as an entire class:</p>	

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.8 Research (cont.)	<p>3. Gather expository materials.</p> <p>4. Discuss topic.</p> <p>C. Organize and present one or more ideas from research.</p> <p>1. Draw and sequence pictures.</p> <p>2. Summarize orally.</p>	<p>3. As part of a home school project, students will create a diorama (using information gathered in research) for a given topic (an animal habitat, a clay dinosaur in a prehistoric environment, etc.)</p> <p>4. Create a school neighborhood map and poster board identifying community helpers at their work places.</p> <p>5. Create a collage of famous people in history (presidents, local and national newsmakers, historic figures) and identify his/her contributions to society.</p> <p>6. Create a timeline (sequencing) with pictures.</p>	<p>3. Student diorama with explanation.</p> <p>4. Collage activity with oral presentation.</p> <p>6. Timeline activity with pictures</p>