

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN ORAL LANGUAGE	HOUGHTON MIFFLIN Phonemic Awareness/ Phonics Connection	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in a variety of oral language activities, such as<ul style="list-style-type: none">listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectiveslistening to stories and poems read aloud dailyparticipating in discussions about stories and poemstalking about words and their meanings as they are encountered in stories, poems, and conversationsgiving reactions to stories and poemsparticipate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patternslearn and use new words encountered in discussions and in books that are read alouduse words to orally describe actions, people, places, things, and ideasuse action words (verbs), including <i>mark</i>, <i>circle</i>, <i>color</i>, and <i>draw</i>, to give directions orally	<p>Vocabulary Development</p> <ul style="list-style-type: none">Compound words: e.g., shoelaces, bathtub, newspaper, backpack, bedpostAction words: e.g., giggled, stamped, chattered, shook, snoozed, scampered, snarled, squeakedDescriptive phrases: e.g., ran to and fro, catch his breath, broke out into a song, bask in the sun, gnaw at the ropes, roared with laughterSense words: for smell and tasteComparison words: e.g., longest, shortest, weakest, strongestDescribing words: e.g., thoughtful, clever, stingy, wide-eyedDirectional words: e.g., top of, down to, around <p>Listening and Speaking</p> <ul style="list-style-type: none">Listening to storiesMaking connections with picturesResponding to questionsGiving personal response: favorite part, what do that is similar (text to self connection)Retelling with question promptsSummarizing using pictures to summarize what heardDramatic play act out a story; act out favorite part of story/book <p>Fluency</p> <ul style="list-style-type: none">Teacher Modeling: reading with enthusiasm and expression, pausing at period, voice reflect exclamation point and/or way character speaks	<p>Phonemic Awareness</p> <ul style="list-style-type: none">Consonant sounds Week 1: /b/, /k/, /d/, /f/ Week 2: /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/ Week 3: /kw/, /r/, /s/, /t/, /v/, /w/, /ks/, /y/, /z/ <p>Reviewing the Alphabet</p> <ul style="list-style-type: none">Recognize and Write Week 1: Aa, Bb, Cc, Dd, Ee, Ff, Week 2: Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp Week 3: Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, ZzKnow sound for Week 1: b, c /k/, d, f, Week 2: g, h, j, k, l, m, n, p Week 3: q, r, s, t, v, w, x, y, z <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>Problem Solve: If students have difficulty using the Phonics/Decoding Strategy in their reading, review steps with them. Remind them to use the letter sounds they now. Also point out that some words are made up of smaller words they know.</p> <p>Review High-Frequency Words</p> <ul style="list-style-type: none">Week 1: I, see, my; like, a, toWeek 2: and, go, is; for, have, hereWeek 3: play, said, the; she, are, he	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">isolate and manipulate phonemescount phonemes in words with a maximum of three syllablesidentify the onset and rime of wordsgenerate words that rhyme with a teacher-given wordsegment words by saying each soundblend separately spoken phonemes to make word parts and words with one to three syllablesadd, delete, or change phonemes orally to change syllables or wordssort picture cards by beginning and ending phoneme.apply knowledge of beginning and ending consonants and short vowels in single-syllable words by<ul style="list-style-type: none">recognizing beginning and ending consonant soundsseparating the sounds in a wordblending separately spoken phonemes to make a wordrecognize and use simple compound wordsread common high-frequency sight words.

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	ASSESSMENT Getting to Know Your Students
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use prior knowledge to interpret pictures• use titles and pictures to make predictions about text• use pictures to confirm vocabulary choice• use knowledge of the story or topic to make predictions about vocabulary and text• notice when words or sentences do not make sense in context• engage in reading-aloud activities voluntarily• read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud• draw on prior knowledge to make predictions before and during reading• make and confirm predictions based on illustrations or portions of the text• use knowledge from their own experience to make sense of and talk about a text	<ul style="list-style-type: none">• Predict/Infer<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.• Problem Solve: If students have difficulty making reasonable predictions, guide them in looking for clues in the title and the beginning text. Tell them that thinking about what they have just read and about any background knowledge they have will help them think about what will happen next.• Monitor/Clarify<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.• Problem Solve: If students have difficulty monitoring as they read, tell them to stop and think about the story as you continue reading. Tell them that thinking about how well they understand what they are reading will help them understand and enjoy reading more.• Question<ul style="list-style-type: none">➢ Ask questions that can be answered as you read or after you finish reading.• Problem Solve: If students have difficulty coming up with questions, have them think about the story and discuss things that they want to know more about. Model for them how to formulate questions.	<ul style="list-style-type: none">• Evaluate<ul style="list-style-type: none">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?• Problem Solve: If students have difficulty evaluating the story/nonfiction selection, guide them with questions that require students to give opinions about the selection. Explain that when giving opinions, they are evaluating the selection.• Summarize<ul style="list-style-type: none">➢ Think about the main ideas or the important parts of the selection.<ul style="list-style-type: none">▪ Fiction: Who are the main characters? Where does the story take place? What is the problem? What happens in the beginning, middle, and end?▪ Nonfiction: What is the topic? What kind of information does the author tell about the topic? What details are used to make his idea clear? What point is the author making about the topic?➢ Tell in your own words the important things you have read.• Problem Solve: If students have difficulty summarizing the story/nonfiction selection, use a story or main idea/details map to chart the key information needed to summarize. Then have students use the information on the chart to summarize the selection.	<p>Back to School provides the opportunity for teachers to gather information on students' knowledge, skills, and processes in order to plan initial instruction.</p> <ul style="list-style-type: none">• Determine each students interests and attitudes toward reading and writing through a teacher-designed survey• Determine each student's independent and instructional reading levels: Houghton Mifflin Leveled Reading Passages Assessment Kit, Rigby PM Benchmark Kit, or another set of leveled text.• Use High Frequency Word List to determine sight recognition competence of each student.• Determine students' letter knowledge: name letter; give sound of letter; match letter to sound/sound to letter; give word that begins with particular sound; identify first letter of a word• Determine students' writing/spelling stage as demonstrated by independent writing samples and/or Primary Inventory from Words Their Way.