

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		PLAY		
<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 to stories and poems read aloud daily◦ participating in discussions about stories and poems◦ talking about words and their meanings as they are encountered in stories, poems, and conversations◦ giving reactions to stories and poems• tell and retell stories and events in logical order by<ul style="list-style-type: none">◦ retelling stories orally and through informal drama◦ creating their own stories, poems, plays, and songs◦ indicating first, next, and last events in a story• ask and respond to relevant questions in group settings• express themselves in complete sentences• learn and use new words encountered in discussions and in books that are read aloud• retell stories and events, using beginning, middle, and end• extend the story orally or with drawings <p>• demonstrate concepts of print and spoken word by</p> <ul style="list-style-type: none">◦ tracking print from left to right and top to bottom◦ following print from one line to the next line (return sweep)◦ matching spoken words to print <p>• use prior knowledge to interpret pictures</p> <p>• use titles and pictures to make predictions about text</p> <p>• use pictures to confirm vocabulary choice</p> <p>• use knowledge of the story or topic to make predictions about vocabulary and text</p> <p>• notice when words or sentences do not make sense in context</p> <p>• use intonation, pauses, and emphasis that signal the structure of the sentence when reading</p> <p>• use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading</p> <p>• reread to confirm vocabulary choice</p> <p>• reread and self-correct when text does not make sense.</p> <p>• engage in reading-aloud activities voluntarily</p> <p>• use expression and intonation to convey meaning when reading aloud</p> <p>• choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection</p> <p>• draw on prior knowledge to make predictions before and during reading</p> <p>• use knowledge from their own experience to make sense of and talk about a text</p> <p>• use previous experiences to generate ideas</p> <p>• participate in teacher-directed brainstorming activities</p> <p>• spell high-frequency sight words and phonetically regular words correctly in final copies</p> <p>• sound out words in order to spell them phonetically</p> <p>• use print resources in the classroom in order to spell words</p> <p>• use correct end punctuation</p> <p>• begin each sentence with a capital letter</p> <p>• distinguish draft writing from final-product writing</p> <p>• share their writing with others.</p>	Reading	<ul style="list-style-type: none">• Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)	<p>Comprehension skills</p> <ul style="list-style-type: none">• noting detail• sequencing events• drawing conclusions• recognizing cause and effect• making predictions• using story structure: problem• making generalizations• comparing/contrasting	<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?
	Play Concepts	<ul style="list-style-type: none">• Story told through words of characters who are having conversations with each other; may have narrator who tells what is happening• Plays may be acted out or read aloud• When the words of a character are read, they should be read the way the character would say them• Format: list of characters appear at beginning of selection; selection pages have name of character speaking in bold print, followed by colon on the left-hand side of the page. The words spoken by the character follow the name.• Genre Vocabulary: play, characters, narrator		
	Writing: Play	<p>Writing Process: Class, Individual, or Small Group</p> <p>➤ Prewriting/ Planning</p> <ul style="list-style-type: none">• Think of a story that you want to tell or retell• Decide where the play takes place• Choose characters• Decide if there will be a narrator <p>➤ Drafting/Composing</p> <ul style="list-style-type: none">• Write a list of characters• Create a conversation between characters: Write the characters’ names and what each character says. <p>➤ Publishing</p> <ul style="list-style-type: none">• Ask other student to read the play with you• Practice reading the play as the characters• Read the play to the rest of the class		