

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN ORAL LANGUAGE	HOUGHTON MIFFLIN PHONEMIC AWARENESS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes
<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 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. 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 	<p>Vocabulary Development</p> <ul style="list-style-type: none"> Calendar: days of the week; noting special events, e.g., child's birthday; Concept of big and little Animals and Sounds: pair animals with sounds they make Size words to compare Naming words: parts of the body; five senses Describing words Words for voice: e.g., speak, say, talk, shout, giggle, sing, call, told, etc. <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 Summarizing using pictures to summarize what heard Telling a story with wordless picture books; from memory Dramatic play act out a story; act out favorite part of story/book 	<p>Focus on Sounds</p> <p>Week 1</p> <ul style="list-style-type: none"> Rhyming pairs with pictures: -ell, -oat, -ox, -ug, -an Rhyming pairs with pictures: -ip, -at, -ig Rhyming pairs orally: -oat, -ug, -ock, -ap, -og, -ap, -at Rhyming pairs with pictures: at, ed, og, ut <p>Week 2</p> <ul style="list-style-type: none"> Concept of beginning sound Beginning sounds: <ul style="list-style-type: none"> pairing words with the same beginning sound identifying words that begin with target sound identifying if a pair of words begins with the same sounds Rhyming words: identify words that rhyme <p>Phonics</p> <p>Week 1</p> <ul style="list-style-type: none"> Matching sound to print: K, L, M, N, O Matching capital and lower case letters: Aa-Ee <p>Week 2</p> <ul style="list-style-type: none"> Matching sound to print: P, Q, R, S, T Matching capital and lower case letters: Aa-Pp <p>Week 3</p> <ul style="list-style-type: none"> Naming and matching capital and lower case letters: Aa-Zz Matching sound to print: U, V, W, X, Y, Z 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> focus on speech sounds identify a word that rhymes with a spoken word 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 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>STANDARDS CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes</p>	<p>HOUGHTON MIFFLIN CONCEPTS OF PRINT & FLUENCY</p>	<p>HOUGHTON MIFFLIN COMPREHENSION</p>
<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 • 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 • retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end) • 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 • identify the roles of an author and an illustrator 	<p style="text-align: center;">Concepts of Print</p> <ul style="list-style-type: none"> • Print carries meaning <ul style="list-style-type: none"> ➢ Model writing of daily message e.g., what they will do that day, important happening in children’s lives ➢ Model reading, e.g., read and think aloud and shared reading • Directionality: left to right; top to bottom • Sentence form: begins with capital, space between words, ends with a period; where to begin reading • Book: front and back cover <p style="text-align: center;">Fluency</p> <ul style="list-style-type: none"> • Teacher Modeling: reading with enthusiasm and expression, pausing at period, voice reflect exclamation point • Choral recitation of refrain or familiar pattern text • Echo reading • Rereading/revisiting familiar text <p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Take picture walk/preview • Make connections and comparisons • Make predictions • Revise and confirm predictions 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Comparing and contrasting after listening, in pictures, of emotions (target Weeks 1 & 3) • Noting details in pictures and while listening (target Week 2) • Drawing conclusions • Making inference <p style="text-align: center;">Literary Concepts</p> <ul style="list-style-type: none"> • Fiction: concept book, tale, fable • Nonfiction (cross-curricular): concept book, article <p style="text-align: center;">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 • 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. 	<p>Preparing for Writing Students engage in activities that they can draw from to write.</p> <ul style="list-style-type: none"> • Drawing • Talking about topic/concepts they have been studying <p>Modeled Writing Teacher writes and thinks aloud with the intent of making concepts of print clear to students</p> <ul style="list-style-type: none"> • Daily Message • Journal Entry 	<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"> • List (e.g., words to describe town) • Innovation of a familiar text (use pattern of familiar text; follow the pattern when creating a new text) • Patterned text (each sentence follows a patterned beginning) • Description of town <p>Interactive Writing Teacher shares the pen and students write portions of the text.</p> <ul style="list-style-type: none"> • Students write name as part of Daily Message <p>Independent Writing Students write in their developmental print.</p> <ul style="list-style-type: none"> • Choosing a topic • Response to Their Picture • Journal response <p>Dictated Writing Teacher scribes in book print what student says.</p> <ul style="list-style-type: none"> • Response to Their Picture 	<p>Theme 1: Look at Us! (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>
	<p>WRITING WITHOUT TEARS & ZANER-BLOSER HANDWRITING</p>		