

ENGLISH/LANGUAGE ARTS - STANDARD	
1. Demonstrates general skills and strategies of the communication process.	
1.1	<p>BENCHMARK: Uses non-verbal communication for a variety of purposes.</p> <ul style="list-style-type: none"> a) Identifies or chooses object or person by pointing, physically touching or moving toward another. b) Uses gestures and/or movements to initiate interactions or to get needs met. c) Uses symbols or pictures as representation for oral language.
KEY VOCABULARY	
<p>GUIDING QUESTIONS: What evidence have you observed that indicates the child understands that people are the same in some ways and different in other ways (e.g., some children speak with their hands, some use their voice, some use Spanish, some use English)? Tell about a time when the child demonstrated understanding that families can be similar and different. For example, child looks at pictures or photographs of families and makes comments such as, “I have a sister and you have a brother.” Does the child display awareness of routines? How? How does the child respond to transitions in routines or activities? Are the child’s actions different for familiar transitions versus new transitions? How does the child react when the daily routine changes? Describe how the child shows understanding of the time concept of yesterday, today, and tomorrow.</p>	
<p>KINDERGARTEN: <u>Speaking & Listening: Presentation of Knowledge & Ideas</u> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.1a	BENCHMARK: Uses non-verbal communication for a variety of purposes. a) Identifies or chooses object or person by pointing, physically touching or moving toward another.		
KEY VOCABULARY			
TSG CONNECTIONS: 11. Demonstrates positive approaches to learning. 11d. Shows curiosity and motivation. 4. Explores and investigates ways to make something happen.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> When asked what she wants to play with, Betty points to the truck. (Approaches to Learning: Initiative and Curiosity) While playing "Farmer in the Dell" Simone chooses Elly to be the "farmer's wife" by taking her hand. When asked what he wants for snack, Darius chooses graham crackers from his choice board. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can make a choice without talking.			

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.1b	BENCHMARK: Uses non-verbal communication for a variety of purposes. b) Uses gestures and/or movements to initiate interactions or to get needs met.		
KEY VOCABULARY	Body parts		
TSG CONNECTIONS:			
10. Uses appropriate conversational and other communication skills. 10a. Engages in conversations. 4. Initiates and attends to brief conversations.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. (Approaches to Learning: Initiative and Curiosity) Victor consistently waves his hands to indicate he wants more food. Kelsey uses sign language to indicate who she wants to sit by at circle time. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I understand my needs my body can move.	I can determine which body part I use to meet need.	I can use my body to get my needs met and initiate interactions.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.1c	BENCHMARK: Uses non-verbal communication for a variety of purposes. c) Uses symbols or pictures as representation for oral language.		
KEY VOCABULARY	Symbol		
TSG CONNECTIONS: 14. Uses symbols and images to represent something not present. 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Yumi drew a picture with several stick figures. When she showed it to her friend, she said that this is all the people in her family. (Approaches to Learning: Persistence and Attentiveness) • Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. • Noah drew a picture of a stop sign and taped it on the door of his room. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify which picture/symbol represents which oral language.	I can determine which picture/symbol to use when.	I can use symbols or pictures to represent oral language.	

ENGLISH/LANGUAGE ARTS - STANDARD	
1. Demonstrates general skills and strategies of the communication process.	
1.2	<p>BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes.</p> <ul style="list-style-type: none"> a) Initiates communication to have needs met. b) Responds meaningfully in conversations and discussions with peers and adults. c) Asks many why, when, and where questions. d) Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. e) Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>GUIDING QUESTIONS: How does the child relate/interact with others during conversations? In what ways does the child show he understands what others are saying? How does the child respond to directions and requests from others? How does the child respond to multi-step directions? How does the child who is learning English (ELL) respond when spoken to in English? How does the child use the words and communication skills he has (e.g., answering, requesting, greeting, describing, explaining, seeking attention, etc.)? How does the child initiate and maintain communicative interactions with others? Does the child use appropriate language and communication in everyday routines and settings? Can the child answer questions in meaningful ways? How does the child engage in verbal communication (e.g., initiation, turn-taking, listening and responding, regard for speaker, staying on-topic or moving to a new conversational topic)? How does the child use and respond to nonverbal communication (e.g., facial expressions, gestures, proximity, looking at the speaker)? Describe the child's eye contact with others. Does it differ across situations or with different people? How does the child display an awareness of the rules and expectations for the social use of language (pragmatics)? Does the child communicate differently in different social contexts (e.g. quieter in library, more active at birthday parties)? How does the child communicate with siblings? How does the child communicate with peers (e.g., at child care, at the park, in playgroups, in the neighborhood)? How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, seeing neighbors outside, etc.)?</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.2a	BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes. a) Initiates communication to have needs met.		
KEY VOCABULARY	Need		
TSG CONNECTIONS:			
1. Regulates own emotions and behaviors. 1c. Takes care of own needs appropriately. 6. Demonstrates confidence in meeting own needs. 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Craig signs, "I want a drink of water" when he comes in from the playground. Millie asks, "When is lunch?" Chance asks William for the puzzle piece he cannot reach. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can communicate what I need. I understand what my needs are.	I can determine when a need should be met.	I can initiate communication to have need met.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.2b	BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes. b) Responds meaningfully in conversations and discussions with peers and adults.		
KEY VOCABULARY	Conversation engage meaningful		
TSG CONNECTIONS: 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • When asked “How old are you?” Mike replies, “I am four and I have a loose tooth.” • When asked, “What do you want to do today?” Josiah tells his Dad that he wants to build a castle in the sandbox. (Approaches to Learning: Persistence and Attentiveness) • When her therapists signs, “Do you want to play with the dolls?” Kate shakes her head no and points to the paintbrush on her communication board. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can explain a conversation has 3 exchanges.	I can formulate a meaningful conversation.	I can demonstrate a meaningful conversation with adults and peers.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.2c	BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes. c) Asks many why, when, and where questions.		
KEY VOCABULARY			
TSG CONNECTIONS: 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary. 6. Describes and tells the use of many familiar items.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> On Saturday morning, Marion asks Mom, "When is school?" As the teacher is reading, Keshon interrupts the story to ask, "Why do Jack and Jill fall down?" When her mother picks her up at the child care center, Laura asks, "Where is Daddy?" 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand "wh" questions.	I can distinguish when to use appropriate "wh" questions.	I can ask "wh" questions.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.2d	BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes. d) Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.		
KEY VOCABULARY			
TSG CONNECTIONS: 14. Uses symbols and images to represent something not present 14a.Thinks symbolically 6. Plans and then uses drawing, constructions, movements, and dramatizations to represent ideas.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Marty says, "I want my mommy" when his Grandma asks why he is crying. • When Daddy puts broccoli on his plate, Peter signs, "I don't like that" and pushes his plate away. (Approaches to Learning: Persistence and Attentiveness) • Singe says, "I was mad when Elly took my blocks. I told her to give them back." • Caroli points to the picture of the smiling baby and says, "She looks happy." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can recognize how to communicate. I can identify word signs and symbols.	I can give examples of words to effectively communicate.	I can use words, signs and/or symbols to express feelings and thoughts, describe experiences, interact with others and/or communicate needs.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.2e	BENCHMARK: Uses language (verbal, signed, symbolic) for a variety of purposes. e) Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.		
KEY VOCABULARY			
TSG CONNECTIONS:			
10. Uses appropriate conversational and other communication skills. 10b. Uses social rules of language. 6. Uses acceptable language and social rules while communicating with others; may need reminders			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Miss Pam reminds everyone about the rules when the class goes to the library, and Alex whispers, "I'm going to talk real quiet." Corey raises his voice higher as he pretends to be the Mother Bear. Cecilia slows down her speech when her teacher tells her that she cannot understand Spanish when she talks so quickly. Garcia emphatically signs "No" when his Mom tells him it is time to go home. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can recognize when expressive techniques (pitch intonation rate)	I can discriminate between expressive techniques for a variety of purposes.	I can use expressive techniques for a variety of purposes.	

ENGLISH/LANGUAGE ARTS - STANDARD	
1. Demonstrates general skills and strategies of the communication process.	
1.3	<p>BENCHMARK: Communicates with increasing clarity and use of conventional grammar.</p> <ul style="list-style-type: none"> a) Speaks clearly enough to be understood by most listeners. b) Uses simple sentences to express self, but may not always use correct grammar. c) Uses more complex sentences, but grammar is still sometimes incorrect. d) Uses complex sentences with correct grammar. e) Develops increasingly abstract use of language.
TSG CONNECTIONS:	
<p>KINDERGARTEN: <u>Language: Conventions of Standard English</u> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper & lowercase letters. Use frequently occurring nouns & verbs. Form regular plural nouns orally by adding /s or /es/ (dog-dogs, wish-wishes). Understand and use questions words (interrogatives) (who, what, where, when, why, how). Use frequently occurring prepositions (to from, in, out, on, off, for, of, by, with). Produce & expand complete sentences in shared language activities. Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <u>Speaking & Listening: Presentation of Knowledge & Ideas</u> – Describe familiar people, places, things, and events with prompting and support – provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<p>GUIDING QUESTIONS: Describe the child’s articulation. Can others understand what the child says? If not, why do they have trouble understanding the child’s speech? Does the child appear to understand the difference between words that are similar sounding such as mat/bat, cup/cut, or pan/pin? Does the child who is learning English vocalize speech sounds and sound patterns of English? Does she experiment using English speech sounds and words? Does the child label and describe people he knows or meets? Can he name familiar places in his environment (e.g., grocery store, park, place of worship, school/child care)? Does he use a variety of verbs to describe or request actions (e.g., “At the park I can swing and climb.” or “Push me on the swing.”)? How does the child show that she understands words the teacher uses during instruction and daily routines? Does she use those words on her own during play or in another setting? Does the child easily learn the meaning of new words? How does the child demonstrate that he understands newly learned words? Does the child seem to understand about the same number of words as children similar in age? Does the child incorporate newly-learned words into her oral vocabulary? Can the child label categories (e.g., says “fruit” for a collection containing apple, banana, grapes)? How does the ELL child demonstrate that he understands English words? What are some English words and phrases the ELL child has recently learned to use? How many words are in the child’s typical sentence? Can you think of an example? Does the child speak using grammatically- correct sentences? Does the child speak using grammatically- correct sentences? Can you think of the longest sentence that the child has said? Does the child use complex sentences (e.g., “The horse ate my apple <i>because</i> he was hungry.”)? Does the child use compound sentences (e.g., “The white horse ate my big, red apple so now I am hungry.”)? Does the child who is learning English use nonverbal communication strategies to communicate with others who do not speak her language (e.g., gestures, facial expressions, eye gaze)?</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.3a	BENCHMARK: Communicates with increasing clarity and use of conventional grammar. a) Speaks clearly enough to be understood by most listeners.		
KEY VOCABULARY			
TSG CONNECTIONS: 9. Uses language to express thoughts and needs. 9b. Speaks clearly. 6. Is understood by most people; may mispronounce new, long, or unusual words.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> When the waitress asks Jada what she wants to eat, she says, "Burger and potatoes." Mom confirms that this is hamburger and French fries. Jonathon says, "Ice cream" as he and his dad pass by the freezer section in the grocery store. Another shopper smiles and says that she likes ice cream too. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can speak clearly.	I can determine if I am speaking clearly.	I can speak clearly to be understood.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.3b	BENCHMARK: Communicates with increasing clarity and use of conventional grammar. b) Uses simple sentences to express self, but may not always use correct grammar.		
KEY VOCABULARY	Sentence		
TSG CONNECTIONS:			
9. Uses language to express thoughts and needs. 9c. Uses conventional grammar. 6. Uses complete, four-to six-word sentences.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Tomas says, “Me want to play.” (Approaches to Learning: Initiative and Curiosity) • Luis told his Mom that he had “runned” outside today. • Olivia signs “cookie” after listening to the story, <i>If You Give a Mouse a Cookie</i>. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand what a simple sentence is.	I can determine what a simple sentence is.	I can demonstrate simple sentences to communicate.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.3c	BENCHMARK: Communicates with increasing clarity and use of conventional grammar. c) Uses more complex sentences, but grammar is still sometimes incorrect.		
KEY VOCABULARY	Sentence (what makes it a complex)		
TSG CONNECTIONS: 9. Uses language to express thoughts and needs. 9c. Uses conventional grammar. 7-8 Uses long, complex sentences and follows most grammatical rules.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Kendra says, "I want to play with the blocks with Sicily." (Approaches to Learning: Persistence and Attentiveness) Marcus signs, "I played in the sandbox with Billy." Devon says, "I gave the mouses a cookie today." 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand what a complex sentence is.	I can determine a complex sentence for communication.	I can use complex sentences to communicate, but grammar is sometimes still incorrect.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.3d	BENCHMARK: Communicates with increasing clarity and use of conventional grammar. d) Uses complex sentences with correct grammar.		
KEY VOCABULARY			
TSG CONNECTIONS: 9. Uses language to express thoughts and needs. 9c. Uses conventional grammar. 8 Uses long, complex sentences and follows most grammatical rules.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> George says, "I want to play with my friends in housekeeping. We can make a cake." (Approaches to Learning: Persistence and Attentiveness) Kristin says, "I ran to the sandbox with Billy and we filled all the buckets." Jake says "When I am four, I will go to Disneyland." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand what a complex sentence is. I can understand what correct grammar is.	I can determine correct grammar in a complex sentence.	I can use complex sentences with correct grammar.	

ENGLISH/LANGUAGE ARTS - STANDARD			
1. Demonstrates general skills and strategies of the communication process.			
1.3e	BENCHMARK: Communicates with increasing clarity and use of conventional grammar. e) Develops increasingly abstract use of language.		
KEY VOCABULARY			
TSG CONNECTIONS: 9. Uses language to express thoughts and needs. 9c. Uses conventional grammar. 7-8 Uses long, complex sentences and follows most grammatical rules.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Nakyra imitates the language she hears by others in the dramatic play center. After reading Clifford, Cooper says, "My dog is the most giantest of all." Max likes to tell jokes and giggles doing so, even though he doesn't understand the word play within the jokes. (Approaches to Learning: Persistence and Attentiveness)		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can choose more complex language for communication.			

ENGLISH/LANGUAGE ARTS - STANDARD	
2. Demonstrates general skills and strategies of the listening and observing process.	
2:1	<p>BENCHMARK: Engages in active listening in a variety of situations.</p> <ul style="list-style-type: none"> a) Attends to adult or peer who is speaking/signing. b) Follows simple directions. c) Gains information through listening experiences. d) Uses listening to interpret and apply meaning.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Speaking & Listening: <i>Comprehension & Collaboration</i> – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (listening to others, taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge & Ideas – Describe familiar people, places, things, and events with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings and ideas clearly.</p>	
<p>GUIDING QUESTIONS: How does the child relate/interact with others during conversations? In what ways does the child show he understands what others are saying? How does the child respond to directions and requests from others? How does the child respond to multi-step directions? How does the child who is learning English (ELL) respond when spoken to in English?</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
2. Demonstrates general skills and strategies of the listening and observing process.			
2.1a	BENCHMARK: Engages in active listening in a variety of situations. a) Attends to adult or peer who is speaking/signing.		
KEY VOCABULARY			
TSG CONNECTIONS: 8. Listens to and understands increasingly complex language. 8a. Comprehends language. 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Mykyla listens to her grandma talking about cookies, smiles, and says, "I want cookies!" At story time, Max watches as his teacher signs "Mama, Do You Love Me?" Liam looks at his caregiver when he talks about the day's activities. (Approaches to Learning: Initiative and Curiosity) William focuses on the classmate who is telling a story during share time. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know how to attend on the speaker.			

ENGLISH/LANGUAGE ARTS - STANDARD			
2. Demonstrates general skills and strategies of the listening and observing process.			
2.1b	BENCHMARK: Engages in active listening in a variety of situations. b) Follows simple directions.		
KEY VOCABULARY			
TSG CONNECTIONS: 8. Listens to and understands increasingly complex language. 8b. Follows directions. 4. Follows simple requests not accompanied by gestures.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> When his Mama requests "Get your coat and wait at the door," Carlos does so. When the teacher states, "Throw away your cup and your napkin and come to the rug," Olivia complies. (Approaches to Learning: Persistence and Attentiveness) When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know how to follow simple directions.			

ENGLISH/LANGUAGE ARTS - STANDARD			
2. Demonstrates general skills and strategies of the listening and observing process.			
2.1c	BENCHMARK: Engages in active listening in a variety of situations. c) Gains information through listening experiences.		
KEY VOCABULARY			
TSG CONNECTIONS:			
8. Listens to and understands increasingly complex language. 8a. Comprehends language. 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Sarah tells her sister, "There are Three Bears in <i>Goldilocks</i>." Kelly tells her mommy, "Tomorrow a nurse is coming." DaShon tells his granny, "Tomorrow some fire fighters are coming to our class. They will wear hats and coats and boots." Emile signs, "First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow." (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know how to listen.	I can determine when to listen to gain information.	I can listen to gain information.	

ENGLISH/LANGUAGE ARTS - STANDARD			
2. Demonstrates general skills and strategies of the listening and observing process.			
2.1d	BENCHMARK: Engages in active listening in a variety of situations. d) Uses listening to interpret and apply meaning.		
KEY VOCABULARY			
TSG CONNECTIONS: 8. Listens to and understands increasingly complex language. 8a. Comprehends language. 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> After the nurse visits her class, Becky tells a doll, "Wash your hands before you eat. Germs make you sick." Crystal explains in sign to Jason why firefighters wear boots when fighting fires. After the firefighter's visit to the classroom, Eddie says, "I need to wear a fire hat to keep safe from the fire." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know how to listen.	I can interpret information.	I can listen to and apply information. <u>(Comprehend)</u> I can apply knowledge I have learned through listening.	

ENGLISH/LANGUAGE ARTS - STANDARD	
2. Demonstrates general skills and strategies of the listening and observing process.	
2.2	<p>BENCHMARK: Observes to gain information and understanding.</p> <ul style="list-style-type: none"> a) Uses many senses to explore and interpret the environment. b) Makes comparisons through everyday experiences and play. c) Makes predictions concerning everyday experiences and play. d) Draws conclusions from everyday experiences and play.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Informational Reading: <i>Integration of Knowledge & Ideas</i> With prompting and support, identify the reasons an author gives to support points in a text. Speaking & Listening: <i>Presentation of Knowledge & Ideas</i> – Describe familiar people, places, things, and events with prompting and support, provide additional detail. MATH: Geometry: <i>Analyze, compare, create, and compose shapes</i> – Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices/corners) and other attributes (having sides of equal length). Measurement & Data: <i>Describe and compare measurable attributes</i> – Directly compare two objects with a measurable attribute in common, to see which object has more of / less than the attribute and describe the difference. (directly compare the heights of two children and describe one child as taller/shorter).</p>	
<p>GUIDING QUESTIONS: How does the child use the words and communication skills he has (e.g., answering, requesting, greeting, describing, explaining, seeking attention, etc.)? How does the child initiate and maintain communicative interactions with others? Does the child use appropriate language and communication in everyday routines and settings? Can the child answer questions in meaningful ways? How does the child engage in verbal communication (e.g., initiation, turn-taking, listening and responding, regard for speaker, staying on-topic or moving to a new conversational topic)? How does the child use and respond to nonverbal communication (e.g., facial expressions, gestures, proximity, looking at the speaker)? Describe the child’s eye contact with others. Does it differ across situations or with different people? How does the child display an awareness of the rules and expectations for the social use of language (pragmatics)? Does the child communicate differently in different social contexts (e.g. quieter in library, more active at birthday parties)? How does the child communicate with siblings? How does the child communicate with peers (e.g., at child care, at the park, in playgroups, in the neighborhood)? How does the child interact with/respond to people in community settings (e.g., park, library, church, grocery store, seeing neighbors outside, etc.)?</p>	

ENGLISH/LANGUAGE ARTS - STANDARD		
2. Demonstrates general skills and strategies of the listening and observing process.		
2:2a	BENCHMARK: Observes to gain information and understanding. a) Uses many senses to explore and interpret the environment.	
KEY VOCABULARY	Senses	
TSG CONNECTIONS: 11. Demonstrates positive approaches to learning. 11d. Shows curiosity and motivation. 6. Shows eagerness to learn about a variety of topics and ideas.		
DIFFERENTIATION		
EXAMPLES	<ul style="list-style-type: none"> David, who is hearing impaired, watches the other children clap at the end of a play and then claps too. Ahmand, who is visually impaired, feels the rag doll and says it is soft. (Approaches to Learning: Initiative and Curiosity) When Simone hears her little sister cry, she tells Mommy that she wants her bottle. 	
LEARNING TARGETS – “ I can statements”		
KNOWLEDGE	REASONING	SKILL
I know my senses. I know my environment.	I determine when or how to use my senses in my environment.	I can use my senses to explore understand the environment.

ENGLISH/LANGUAGE ARTS - STANDARD		
2. Demonstrates general skills and strategies of the listening and observing process.		
2.2b	BENCHMARK: Observes to gain information and understanding. b) Makes comparisons through everyday experiences and play.	
KEY VOCABULARY		
TSG CONNECTIONS: 11. Demonstrates positive approaches to learning. 1d. Shows curiosity and motivation. 6. Shows eagerness to learn about a variety of topics and ideas.		
DIFFERENTIATION		
EXAMPLES	<ul style="list-style-type: none"> Angel looks at the milk as the teacher pours and says, "I got more than Milly." Luana says, "My chain is not big. I will get more paper." Eric points to himself and signs "blue eyes" and points to his sister and signs "brown eyes". 	
LEARNING TARGETS – "I can statements"		
KNOWLEDGE	REASONING	SKILL
I can understand through play. I can recognize comparisons.	I can distinguish between similarities and differences in play.	I can explore through play to make comparisons.

ENGLISH/LANGUAGE ARTS - STANDARD		
2. Demonstrates general skills and strategies of the listening and observing process.		
2.2c	BENCHMARK: Observes to gain information and understanding. c) Makes predictions concerning everyday experiences and play.	
KEY VOCABULARY		
TSG CONNECTIONS: 12. Remembers and connects experiences. 12b. Makes connections. 6. Draws on everyday experiences and applies this knowledge to a similar situation.		
DIFFERENTIATION		
EXAMPLES	<ul style="list-style-type: none"> • Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. • Kiyonna says, "Push on your play dough. Then it is flat." • Myana signs "popcorn" and "snack time" when she smells it being popped in the kitchen. 	
LEARNING TARGETS – "I can statements"		
KNOWLEDGE	REASONING	SKILL
I know how to make a prediction.		

ENGLISH/LANGUAGE ARTS - STANDARD		
2. Demonstrates general skills and strategies of the listening and observing process.		
2.2d	BENCHMARK: Observes to gain information and understanding. d) Draws conclusions from everyday experiences and play.	
KEY VOCABULARY		
TSG CONNECTIONS: 12. Remembers and connects experiences. 12b. Makes connections. 6. Draws on everyday experiences and applies this knowledge to a similar situation.		
DIFFERENTIATION		
EXAMPLES	<ul style="list-style-type: none"> Miss Agnes asks what happens when you push on the play dough and Kati answers, "It gets flat." Mitch sees the rain outside the window and says, "No outdoor play today." Karen says, "next is nap" as she sits down to eat lunch. 	
LEARNING TARGETS – "I can statements"		
KNOWLEDGE	REASONING	SKILL
I can identify a conclusion.	I can evaluate to draw conclusions.	I can explore my environment to draw conclusions.

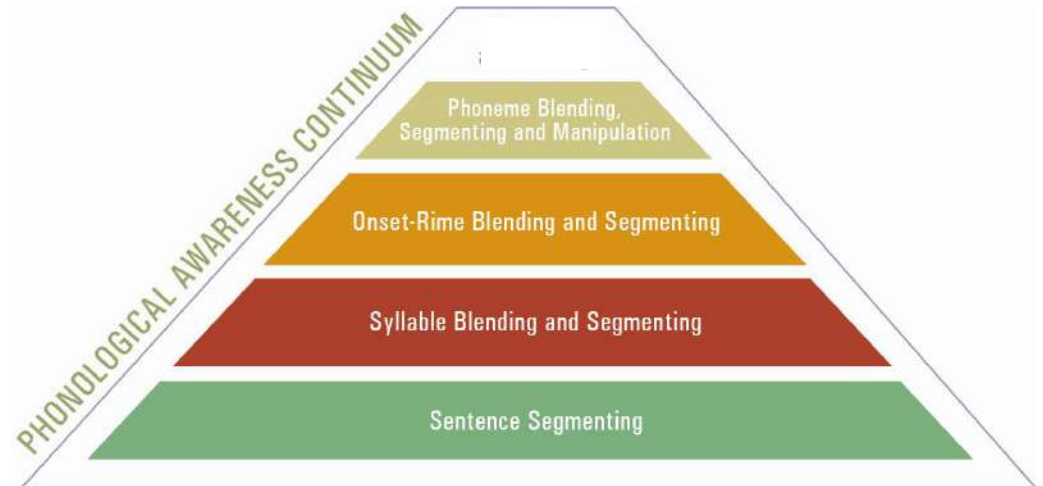
ENGLISH/LANGUAGE ARTS - STANDARD	
3. Demonstrates general skills and strategies of the reading process.	
3.1	<p>BENCHMARK: Listens to and/or responds to reading materials with interest and enjoyment.</p> <ul style="list-style-type: none"> a) Participates actively in story time. b) Chooses reading activities. c) Responds to reading activities with interest and enjoyment.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Reading Literature & Informational: Key Ideas and Details With prompting and support, ask and answer questions about key details in a text. Craft and Structure Ask and answer questions about unknown words in a text. Range and Level of Text Complexity Actively engage in group reading activities with purpose and understanding.</p>	
<p>GUIDING QUESTIONS: How does the child show enjoyment of reading? Does the child like to read the same book over and over? How does the child participate in reading related activities? How does the child interact with books, pictures, and print? Does the child ask others to read to her? Does the child ask about the meaning of written words or messages (e.g., does she ask what signs on streets or in buildings say)? What does the child do when she needs help in reading? How does the child respond to delays in receiving expected attention and/or help in reading from others? How does the child indicate ability to orally delete a syllable from a word (e.g., “pepper” – “per” = “pep”)? Can the child orally blend syllables to form a word (e.g., ar-ma-dil-lo = armadillo)? Can the child orally separate the two words that make a compound word and omit one of the words (e.g., cowboy; cow – Can the child orally combine two words to generate a compound word? Can the child orally separate a sentence into words? Can the child generate a rhyming word to match a word spoken to him (e.g., After hearing “deer”, the child says “near”.)? Can the child generate words that begin with the same sound? When pictures are available can the child orally combine the first sound and the rest of the word to generate a one-syllable word? (e.g., Child is shown pictures of a ball, cat, and bat, adult asks child to point to the picture that shows /b/ + /at/, child indicates the picture of the bat and says “bat”.) Is the child able to combine the first sound and the rest of the word to generate a one- syllable word without support from pictures (e.g., /s/ + /un/ = sun)? How does the child indicate understanding that words are made up of discrete speech sounds? Can the child manipulate speech sounds to form words? When the child sees letters of the alphabet how many can he name? Does the child name upper case and lower case letters of the alphabet? Can the child say the sounds for at least 10 letters? How many letter-sound pairs can the child tell you? Can the child match the correct letter to a given letter sound for at least 20 letters? Is the child able to participate in acting out a story after hearing it read? Is the child able to retell a story after hearing it read? Can you think of a time when the child applied information she learned from a book? What happened? What kinds of questions does the child typically ask when someone reads him a book?</p>	

B. Phonological Awareness

As children become increasingly competent in language, their ability to think about the language they use each day develops. This is called “metalinguistic ability”. When children have metalinguistic ability they can think about the speech sounds and the words that comprise their spoken language. Awareness of speech sounds and words in one’s language and the ability to manipulate them is called “phonological awareness” and is one of the key predictors of later reading success.

Phonological awareness is an **auditory and oral** skill (van Kleeck, 2003) based on an understanding of words and sounds of one’s spoken language. As indicated in the diagram based on the work of Anthony, Lonigan, Driscoll, Phillips, & Burgess (2003), the hierarchical and sequential order of the development of phonological awareness includes:

- distinguishing individual words in a spoken sentence
- blending syllables to make words
- dividing words into syllables
- recognizing and producing rhyming words
- phonemic awareness
 - ❖ blending phonemes (speech sounds) to make words
 - ❖ segmenting words into individual phonemes



Because phonological awareness emerges before children have learned the letter-sound correspondences, supporting the development of phonological awareness does not require print. However, attainment of phonological awareness is a crucial step toward understanding the alphabetic principle (i.e., letters or groups of letters can represent speech sounds) which is another skill that is highly predictive of success in reading.

Basic proficiency in English is a prerequisite to the development of phonological awareness in English for second-language learners; however, a child’s competence in using his home language can help support the development of phonological awareness in English. Therefore, children who receive Bilingual/ESL instruction can be taught phonological awareness skills in their primary language while simultaneously developing English language skills.

Children who have language delay/disorders may need specific and multisensory instruction in order to learn the concepts that comprise phonological awareness. Experiences during which children can manipulate objects associated with the speech sounds and words, access visual representations that illustrate these associations, and engage in many opportunities to apply, explore, and expand their growing understanding are crucial for successful development in this area.

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.1a	BENCHMARK: Listens to and/or responds to reading materials with interest and enjoyment. a) Participates actively in story time.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18a. Interacts during read-alouds and book conversations. 6. Identifies story-related problems, events, and resolutions during conversations with an adult.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> While listening to “The Very Hungry Caterpillar” Jason asks, “Do caterpillars have teeth?” Christy signs, “...caps, caps for sale, fifty cents a cap...” as the teacher reads the story. Michael acts out “Goldilocks and the Three Bears” with others in the class. Drew draws pictures of three little pigs and a big bad wolf after hearing the story. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know how to participate. I can choose to listen during storytime. I can define what a question is.	I can determine how to appropriately ask questions.	I can model how to participate and ask meaningful questions in storytime.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.1b	BENCHMARK: Listens to and/or responds to reading materials with interest and enjoyment. b) Chooses reading activities.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18a. Interacts during read-alouds and book conversations. 6. Identifies story-related problems, events, and resolutions during conversations with an adult.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> During free time, Ingrid chooses to join a small group that is listening to a story. Mark wants to play "library" with his sister and asks Mom if he can line his books up on the couch. Jacques chooses a Braille copy of the book "Ferdinand" to explore while he rests. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.1c	BENCHMARK: Listens to and/or responds to reading materials with interest and enjoyment. c) Responds to reading activities with interest and enjoyment.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18a. Interacts during read-alouds and book conversations. 6. Identifies story-related problems, events, and resolutions during conversations with an adult.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Adam claps and smiles when his teacher chooses his favorite book to read. Cassidy shows her grandmother her favorite page in her storybook and they both laugh at the rabbit jumping high in the air. (Approaches to Learning: Persistence and Attentiveness) When Daddy took Carrie to the library she asked to bring home several books to read. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD	
3. Demonstrates general skills and strategies of the reading process.	
3.2	BENCHMARK: Shows interest and understanding of the basic concepts and conventions of print. a) Handles books correctly, showing increasing skills in print directionality. b) Understands that print has meaning.
KEY VOCABULARY	
TSG CONNECTIONS:	
KINDERGARTEN: KINDERGARTEN: Foundational Skills: <i>Print Concepts</i> -Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. <i>Fluency</i> Read emergent-reader texts with purpose and understanding. Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. Reading: <i>Integration of Knowledge and Ideas (Informational)</i> With prompting and support, identify the reasons an author gives to support points in a text. <i>Craft and Structure</i> Identify the front cover, back cover, and title page of a book. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <i>Craft and Structure (Literature)</i> Recognize common types of texts (e.g., storybooks, poems). With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	
GUIDING QUESTIONS: How does the child show enjoyment of reading? Does the child like to read the same book over and over? How does the child participate in reading related activities? How does the child interact with books, pictures, and print? Does the child ask others to read to her? Does the child ask about the meaning of written words or messages (e.g., does she ask what signs on streets or in buildings say)? What does the child do when she needs help in reading?	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.2a	BENCHMARK: Shows interest and understanding of the basic concepts and conventions of print. a) Handles books correctly, showing increasing skills in print directionality.		
KEY VOCABULARY			
TSG CONNECTIONS: 17. Demonstrates knowledge of print and its uses. 17a. Uses and appreciates books. 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers. 17b. Demonstrates knowledge of print and its uses. 17b. Uses print concepts. 4. Indicates where to start reading and the direction to follow.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Erin looks at pages of a known storybook, turning the pages one at a time and going from front to back. Ashlyn “reads” a book, following the print from left to right, and top to bottom. Damon picks a book that is upside down and turns it over correctly to look at the pictures and “reads” the story. (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3:2b	BENCHMARK: Shows interest and understanding of the basic concepts and conventions of print. b) Understands that print has meaning.		
KEY VOCABULARY			
TSG CONNECTIONS: 17. Demonstrates knowledge of print and its uses. 17b. Uses print concepts. 2. Shows understanding that text is meaningful and can be read			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Billy’s teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, “That means gerbil.” (Approaches to Learning: Initiative and Curiosity) Barb points to the words (not the pictures) as she “reads” the story using some incorrect words. Yolanda points to another child’s name card and says, “Alex.” Nicky recognizes and “reads” environmental print (McDonalds, Kroger, K-Mart, etc.). Marco takes the Braille book to his teacher and asks what a word means. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify letters and sounds. I can understand letters make words.	I distinguish that print has meaning.		

ENGLISH/LANGUAGE ARTS - STANDARD

3. Demonstrates general skills and strategies of the reading process.

3.3	<p>BENCHMARK: Demonstrates knowledge of the alphabet.</p> <ul style="list-style-type: none"> a) Recognizes some letters of the alphabet. b) Recognizes some letters and words in print. c) Identifies some known letters of the alphabet in familiar and unfamiliar words.
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KEY VOCABULARY

TSG CONNECTIONS:

KINDERGARTEN:
Foundational Skills: Print Concepts – Demonstrate understanding of the organization and basic features of print. Recognize and name all upper and lowercase letters of the alphabet.
Phonics & Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (the, of, to, you, she, my, is, are, do, does..) **Fluency** – Read emergent-reader texts with purpose and understanding.

GUIDING QUESTIONS: Can the child generate words that begin with the same sound? When pictures are available can the child orally combine the first sound and the rest of the word to generate a one-syllable word? (e.g., Child is shown pictures of a ball, cat, and bat, adult asks child to point to the picture that shows /b/ + /at/, child indicates the picture of the bat and says “bat”). Is the child able to combine the first sound and the rest of the word to generate a one- syllable word without support from pictures (e.g., /s/ + /un/ = sun)? How does the child indicate understanding that words are made up of discrete speech sounds? Can the child manipulate speech sounds to form words? When the child sees letters of the alphabet how many can he name? Does the child name upper case and lower case letters of the alphabet? Can the child say the sounds for at least 10 letters? How many letter-sound pairs can the child tell you? Can the child match the correct letter to a given letter sound for at least 20 letters? Is the child able to participate in acting out a story after hearing it read? Is the child able to retell a story after hearing it read?

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.3a	BENCHMARK: Demonstrates knowledge of the alphabet. a) Recognizes some letters of the alphabet.		
KEY VOCABULARY			
TSG CONNECTIONS: 16. Demonstrates knowledge of the alphabet. 16a. Identifies and names letters. 2. Recognizes and names a few letters in own name.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!" Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). (Approaches to Learning: Initiative and Curiosity) When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.3b	BENCHMARK: Demonstrates knowledge of the alphabet. b) Recognizes some letters and words in print.		
KEY VOCABULARY			
TSG CONNECTIONS: 16. Demonstrates knowledge of the alphabet. 16a. Identifies and names letters 3-4 Recognizes as many as 10 letters, especially those in own name. 18. Comprehends and responds to books and other texts. 18b. Uses emergent reading skills. 7-8 Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patters in text) to make meaning from print.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> As his Mommy is looking at the book with him, Calvin points to the letter “C” and signs “C”. Lesha is able to read “The End,” “Goldilocks” and other frequently seen words. Jon picks out his name on the computer icon screen and says “That’s my name.” (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.3c	BENCHMARK: Demonstrates knowledge of the alphabet. c) Identifies some known letters of the alphabet in familiar and unfamiliar words.		
KEY VOCABULARY			
TSG CONNECTIONS: 16. Demonstrates knowledge of the alphabet. 16a. Identifies and names letters. 3-4 recognizes as many as 10 letters, especially those in own name.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> When looking at a book, Becky points to the “B” says, “That “B” is in my name.” When holding a “J” magnet letter, Suzy says, “That letter is in John’s name.” Allie feels the Braille letters on her name card and says, That’s me...A-I-I-i-e.” (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD	
3. Demonstrates general skills and strategies of the reading process.	
3.4	<p>BENCHMARK: Demonstrates emergent phonemic/phonological awareness.</p> <ul style="list-style-type: none"> a) Recognizes rhyming words. b) Recognizes sounds that match. c) Produces a rhyming word. d) Discriminate separate syllables in words. e) Makes some letter-sound connections. f) Identifies some beginning sounds.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Foundational Skills: Phonological Awareness – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Phonics & Word Recognition – Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Fluency – Read emergent-reader texts with purpose and understanding. Reading Literature: Key Ideas & Details – With prompting and support, identify characters settings, and major events in a story. With prompting and support, identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions or procedures). Reading Informational: Key Ideas & Details With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. With prompting and support, identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures). Integration of Knowledge & Ideas- With prompting and support, identify the reasons an author gives to support points in a text. Speaking & Listening: Presentation of Knowledge & Ideas - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	
<p>GUIDING QUESTIONS: How does the child indicate ability to orally delete a syllable from a word (e.g., “pepper” – “per” = “pep”)? Can the child orally blend syllables to form a word (e.g., ar-ma-dil-lo = armadillo)? Can the child orally separate the two words that make a compound word and omit one of the words (e.g., cowboy; cow – Can the child orally combine two words to generate a compound word? Can the child orally separate a sentence into words? Can the child generate a rhyming word to match a word spoken to him (e.g., After hearing “deer”, the child says “near”.)? Can the child generate words that begin with the same sound? When pictures are available can the child orally combine the first sound and the rest of the word to generate a one-syllable word? (e.g., Child is shown pictures of a ball, cat, and bat, adult asks child to point to the picture that shows /b/ + /at/, child indicates the picture of the bat and says “bat”.) Is the child able to combine the first sound and the rest of the word to generate a one- syllable word without support from pictures (e.g., /s/ + /un/ = sun)? How does the child indicate understanding that words are made up of discrete speech sounds?</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4a	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. a) Recognizes rhyming words.		
KEY VOCABULARY			
TSG CONNECTIONS:			
15. Demonstrates phonological awareness. 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> While reading Dr. Seuss' <i>Hop on Pop</i>, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "top." (Approaches to Learning: Persistence and Attentiveness) Jerry plays a game with his name: "Jerry, berry, Mary." Casey repeats "hill, Jill, hill, Jill", after the teacher reads "Jack and Jill went up the hill." 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4b	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. b) Recognizes sounds that match.		
KEY VOCABULARY			
TSG CONNECTIONS: 15. Demonstrates phonological awareness. 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme. 15b. Notices and discriminates alliteration. 6. Matches beginning sounds of some words.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Megan says, "Baby and bat start the same." During morning circle, David says, "David and Danielle start with d." Dawn says "dog and hog sound the same". 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4c	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. c) Produces a rhyming word.		
KEY VOCABULARY			
TSG CONNECTIONS: 15. Demonstrates phonological awareness. 15a. Notices and discriminates rhyme. 4. Fills in the missing rhyming word; generates rhyming words spontaneously.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a ___ (hat)." While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify words that sound the same.	I can discriminate between rhyming and non rhyming words.	I can model a rhyming word.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4d	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. d) Discriminate separate syllables in words.		
KEY VOCABULARY			
TSG CONNECTIONS: 15. Demonstrates phonological awareness. 15c. Notices and discriminates smaller and smaller units of sound. 4. Hears and shows awareness of separate syllables in words.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> During circle, Imani claps syllables in classmates' names. The teacher has demonstrated throughout the year, dividing words by syllable, such as "De-cem-ber," Sam can correctly count the number of syllables in the names of other months. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify what a syllable is.			

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4e	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. e) Makes some letter-sound connections.		
KEY VOCABULARY			
TSG CONNECTIONS: 16. Demonstrates knowledge of the alphabet. 16b. Uses letter-sound knowledge. 2. Identifies the sounds of a few letters.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Gavin sees the letter “D” on a block, points to the “D” and says, “This is for Daddy.” Maisie says, “Michael, ‘M’ starts your name, too.” Tatianna says, “My name starts with a T sound”. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify that each letter makes a sound.			

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.4f	BENCHMARK: Demonstrates emergent phonemic/phonological awareness. f) Identifies some beginning sounds.		
KEY VOCABULARY			
TSG CONNECTIONS: 15. Demonstrates phonological awareness. 15b. Notices and discriminates alliteration. 7-8. Isolates and identifies the beginning sound of a word.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Ashlyn says, "Butterfly starts with /b/. When the teacher shows the letter "s" Samantha says, "My name starts with /s/. Caitlyn says, "My name is like cat, both words start with a c." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know that letters make up sounds and sounds make words. I know the beginning and end.			

ENGLISH/LANGUAGE ARTS - STANDARD	
3. Demonstrates general skills and strategies of the reading process.	
3.5	<p>BENCHMARK: Draws meaning from pictures, print, and text.</p> <ul style="list-style-type: none"> a) Names features of a picture. b) Uses illustrations to tell major events of a story. c) Understands that text has a specific meaning.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: <u>Reading Literature: Key Ideas & Details</u> – With prompting and support, identify characters, settings, and major events in a story. With prompting and support, identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures). <u>Reading Informational: Key Ideas & Details</u> – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. With prompting and support, identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures). <u>Integration of Knowledge and Ideas</u> – With prompting and support, identify the reasons an author gives to support points in a text. <u>Speaking & Listening: Presentation of Knowledge and Ideas</u> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.5a	BENCHMARK: Draws meaning from pictures, print, and text. a) Names features of a picture.		
KEY VOCABULARY			
TSG CONNECTIONS: 14. Uses symbols and images to represent something not present. 14a. Thinks symbolically. 2. Recognizes people, objects, and animals in pictures or photographs.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Alana looks at a poster and says, "That's a dog. He's brown." (Approaches to Learning: Initiative and Curiosity) Bryan says, "I drew a picture of my house. It has two windows and a door." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.5b	BENCHMARK: Draws meaning from pictures, print, and text. b) Uses illustrations to tell major events of a story.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18c. Retells stories. 4. Retells familiar stories using pictures or props as prompts.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Nina points to characters in a book stories as she tells (recalls) what they did in the story. Juan likes to put the picture story cards in the right order so that it tells a story. After the teacher reads the first part of <i>A People House</i>, Johann finishes the story by “reading” the pictures. (Approaches to Learning: Persistence and Attentiveness) Micah looks at the picture on the following page and guesses what will happen next in the story. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can recognize that illustrations tell events of a story.	I can draw conclusions from the illustrations of a story.	I can use illustrations to tell major events of a story.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.5c	BENCHMARK: Draws meaning from pictures, print, and text. c) Understands that text has a specific meaning.		
KEY VOCABULARY			
TSG CONNECTIONS: 17. Demonstrates knowledge of print and its uses. 17b. Uses print concepts. 2. Shows understanding that text is meaningful and can be read.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Raymond looks at the label above the door and says, "That word is door." • Beth plays with alphabet blocks or magnetic letters to make 'words'. • Luke runs his finger under lines of print, imitating 'reading'. • When looking at "Brown Bear, Brown Bear," Carter points to the text with his finger and says, "Purple cat, purple cat, what do you see?" (Approaches to Learning: Persistence and Attentiveness) • While Dad reads <i>The Polar Express</i>, Amy asks, "Where is the train going?" 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD	
3. Demonstrates general skills and strategies of the reading process.	
3:6	<p>BENCHMARK: Draws meaning from pictures, print, and text.</p> <ul style="list-style-type: none"> a) Imitates act of reading in play. b) Acts out main events in a familiar story. c) Uses pictures and illustrations to tell and retell a story. d) Uses prior experience to help make sense of stories. e) Retells a story including many details and draws connections between story events.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Reading Literature: Key Ideas & Details- With prompting and support, retell familiar stories, including key details. Integration of Knowledge & Ideas – With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts). Reading Informational: Key Ideas & Details – With prompting and support, identify the main topic and retell key details of a text. Integration of Knowledge & Ideas – With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts).</p>	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.6a	BENCHMARK: Draws meaning from pictures, print, and text. a) Imitates act of reading in play.		
KEY VOCABULARY			
TSG CONNECTIONS: 14. Uses symbols and images to represent something not present. 14b. Engages in socio-dramatic play. 4. Acts out familiar or imaginary scenarios; may use props to stand for something else.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Chris pretends to read a book to a doll in the housekeeping area. (Approaches to Learning: Initiative and Curiosity) Yolanda pretends to read the "Daily Message" that was written by the teacher earlier in the day. Reese "reads" the classroom rules to his friend Claire. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.6b	BENCHMARK: Draws meaning from pictures, print, and text. b) Acts out main events in a familiar story.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18c. Retells stories. 4. Retells familiar stories using pictures or props as prompts.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Tom is wearing overalls and says, "I'm Corduroy." Andy puts pegs in a pegboard to build a birthday cake for Frances. LaChelle says, "I'm Goldilocks, you're the mama bear, you're the papa bear, and you're the baby." Mira and Joey act out "Five Little Monkeys" using puppets. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand what main events in a story are. I can identify what a story is.	I can combine my knowledge of a story to act out the main events.	I can perform main events of a story.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.6c	BENCHMARK: Draws meaning from pictures, print, and text. c) Uses pictures and illustrations to tell and retell a story.		
KEY VOCABULARY			
TSG CONNECTIONS: 18. Comprehends and responds to books and other texts. 18c. Retells stories. 4. Retells familiar stories using pictures or props as prompts.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Sevin uses flannel board characters to tell the story of “The Three Questions.” (Approaches to Learning: Persistence and Attentiveness) Logan draws pictures of the big bad wolf blowing down the straw house. Clarence tells a story to his friend Amanda using pictures from a trip to the zoo. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can explain a story by using pictures.	I can combine pictures to formulate a story.	I can use pictures to retell a story.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.6d	BENCHMARK: Draws meaning from pictures, print, and text. d) Uses prior experience to help make sense of stories.		
KEY VOCABULARY			
TSG CONNECTIONS: 12. Remembers and connects experiences. 12b. Makes connections. 6. Draws on everyday experiences and applies this knowledge to a similar situation.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • When the teacher read “Arthur’s Tooth” Meisha said, “I lost my tooth.” • After hearing <i>The Snowy Day</i>, Leandra said, “My brother and me made snow angels.” • Jim tells about his train trip after reading <i>Freight Train</i>. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can recall prior experiences.	I can draw conclusions from my past experiences to connect to a story.	I can use prior experience to help make sense of stories.	

ENGLISH/LANGUAGE ARTS - STANDARD			
3. Demonstrates general skills and strategies of the reading process.			
3.6e	BENCHMARK: Draws meaning from pictures, print, and text. e) Retells a story including many details and draws connections between story events.		
KEY VOCABULARY			
TSG CONNECTIONS:			
18. Comprehends and responds to books and other texts. 18c. Retells stories. 6. Retells a familiar story in proper sequence, including major events and characters.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> After hearing the story of "Pepe the Bull" Phillip tells the story to the stuffed animals in the quiet area. (Approaches to Learning: Persistence and Attentiveness) The caregiver told the story of the three little pigs during large circle time, then asked Molly, "Why did the house fall down?" Molly goes to the block area, builds a house, knocks it down and she plays, "The Three Little Pigs." The class re-enacted the story of <i>Stone Soup</i> in dramatic play. On the playground, Ben found the perfect rock. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify details of a story. I can recognize connections between story events. I can retell a story.	I can give examples of details in a story and draw connections of story events.	I can demonstrate retelling a story with details and drawing connections between story events.	

ENGLISH/LANGUAGE ARTS - STANDARD	
4. Demonstrates competence in the beginning skills and strategies of the writing process.	
4:1	<p>BENCHMARK: Understands that the purpose of writing is communication.</p> <ul style="list-style-type: none"> a) Understands that an oral message can be represented by written language. b) Understands there is a way to write that conveys meaning. c) Understands that once an oral message is written it reads the same way every time.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Writing: Production & Distribution of Writing – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Speaking & Listening: Presentation of Knowledge and Ideas – Add drawings or other visual displays to descriptions as desired to provide additional detail. Foundational Skills: Fluency- Read emergent-reader texts with purpose and understanding.</p>	
<p>GUIDING QUESTIONS: What does the child do when she has access to writing tools? Describe the marks or forms the child makes when she draws or paints. Describe the marks or forms the child makes when she says she is writing. What letters or words or parts of words can the child write on his own? Does the child try to write her own name? What does it look like? What letters is the child able to write upon request? Does the child write top to bottom and left to right on a page?</p>	






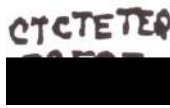






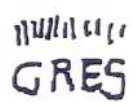




ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.1a	BENCHMARK: Understands that the purpose of writing is communication. a) Understands that an oral message can be represented by written language.		
KEY VOCABULARY			
TSG CONNECTIONS: 17. Demonstrates knowledge of print and its uses. 17b. Uses print concepts. 2. Shows understanding that text is meaningful and can be read.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> In the housekeeping center, Sam “writes” down Billy’s lunch order (using scribbles and symbols). Luisa “rereads” the book she has written (using different words than previously used). Tyler writes a sign naming his block structure. (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT


ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.1b	BENCHMARK: Understands that the purpose of writing is communication. b) Understands there is a way to write that conveys meaning.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 2. Controlled linear scribbles.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Tonya asks her teacher, "Will you write, 'This is my house?'" His teacher offers to write a message on a drawing. Kiley says, "Write, 'I love my dog.'" (Approaches to Learning: Persistence and Attentiveness) Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, "Tell her I have been good at school today." 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can understand written words. I can understand words have meaning.			

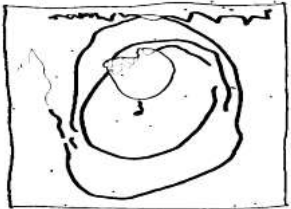
ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.1c	BENCHMARK: Understands that the purpose of writing is communication. c) Understands that once an oral message is written it reads the same way every time.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 2. Controlled linear scribbles.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Zaylen recognizes the message written by his teacher on one of his drawings and “reads” it to Justin. During Calendar Time the teacher writes “Tuesday” on the chart, later in the day Millie says, “That says, ‘Tuesday.’” Tommy reads the sign above the door to his friend Emma. “That says ‘exit.’” (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT


ENGLISH/LANGUAGE ARTS - STANDARD	
4. Demonstrates competence in the beginning skills and strategies of the writing process.	
4.2	<p>BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas.</p> <ul style="list-style-type: none"> a) Labels pictures or produces simple texts using scribble writing. b) Labels pictures or produces simple text using letter-like forms. c) Uses scribble writing or letter-like forms to represent words or ideas. d) Writes recognizable letters. e) Writes familiar words.
KEY VOCABULARY	
TSG CONNECTIONS:	
<p>KINDERGARTEN: Writing: Text Types & Purposes – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (My favorite book is...). Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Research to Build and Present Knowledge – Participate in shared research and writing projects (explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking & Listening: Presentation of Knowledge & Ideas – Add drawings or other visual displays to descriptions as desired to provide additional detail. Foundational Skills: Fluency –Read emergent-reader texts with purpose and understanding.</p>	

Developmental Stages of Writing (English)

1		Random scribbling – Child makes marks with the starting point any place on the page.	2		Controlled scribbling – Marks progress from left to right.
3		Circular scribbling – Circles or ovals flow on the page.	4		Drawing – Pictures tell a story or convey a message.
5		Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.	6		Letter strings – Conventional letters are formed moving from left to right and progressing down the page. They have no separations and no correlation with words or sounds.
7		Separated words – Groups of letters have space in between to resemble words.	8		Picture labeling – A picture's beginning sound is matched to a letter (Dog).
9		Awareness of environmental print – Environmental print, such as name on cubby, is copied.	10		Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).
11		Beginning and ending letters are used to represent a word (cat).	12		Medial letter is a consonant (grass).
13		Medial vowel is in correct position, but the vowel is incorrect (grass).	14		Child writes beginning, medial, and ending letters (I like to pick flowers.).
15		Phrase writing develops (rabbit in the sun).	16		Whole-sentence writing develops (This pumpkin is mine.).
17		Whole sentence writing – child writes a complete sentence using conventional spelling and form.			

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.2a	BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas. a) Labels pictures or produces simple texts using scribble writing.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 2. Controlled linear scribbles.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Lynley scribbles and says, "This is me." Tracy likes to write her name at the top of the different kinds of paper she uses. 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can label pictures with scribbles. I can identify pictures.	I can formulate labels for pictures with scribbles.	I can demonstrate writing skills to label pictures.	I can produce labels or simple text using scribbles. <div style="text-align: center;">  </div>

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.2b	BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas. b) Labels pictures or produces simple text using letter-like forms.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 3. Mock letters or letter-like forms.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Andre’s writing includes lines and circles. Sybil draws a circle and says it is a dog. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify pictures. I can label pictures with letter like forms.	I can formulate labels for pictures with letter like form.	I can demonstrate writing letter like forms to label pictures.	I can produce labels or simple text using letter like forms. <div style="text-align: center;">  </div>

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.2c	BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas. c) Uses scribble writing or letter-like forms to represent words or ideas.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 3. Mock letters or letter-like forms.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Burton produces small and large shapes that represent writing letters and words. Elena “reads” or “spells” aloud while writing letter-like marks. (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify pictures. I can identify pictures with letter like forms.	I can formulate pictures with letter like form. I can formulate pictures with scribbles.	I can demonstrate writing skills to pictures. I can demonstrate writing letter like forms to pictures.	I can produce simple text using scribbles. I can produce simple text using letter like forms. 

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.2d	BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas. d) Writes recognizable letters.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19b. Writes to convey meaning. 4. Letter strings.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Yo Lee writes strings of random letters such as: z, E, t, o. Liz writes some letters from her name. Valerie labels her block building with a sign that says, "zoo." 		
LEARNING TARGETS – "I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify letters. I can understand using a writing tool.	I can formulate letters that are easily recognized.	I can demonstrate recognizable letters.	I can write letters.

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.2e	BENCHMARK: Produces marks, pictures, and symbols that represent print and ideas. e) Writes familiar words.		
KEY VOCABULARY			
TSG CONNECTIONS: 19. Demonstrates emergent writing skills. 19a. Writes name. 5-6. Accurate name.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Amy writes her name from her name card on the table (letters may or may not be in correct sequence or position). Karem writes name or words that are meaningful to him: I love you, Mom, Dad, dog, etc. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I understand how to use writing tools. I can recall familiar words.	I can formulate letters into familiar words by writing.	I can demonstrate writing familiar words.	I can write a familiar word.

ENGLISH/LANGUAGE ARTS - STANDARD

4. Demonstrates competence in the beginning skills and strategies of the writing process.

4.3	BENCHMARK: Explores the physical aspect of writing. <ul style="list-style-type: none">a) Uses tools for writing and drawing.b) Experiments with grasp when using a variety of writing tools.c) Adjusts body position when writing.d) Adjusts paper position when writing.e) Shows some evidence of directionality (top to bottom, left to right).
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KEY VOCABULARY

TSG CONNECTIONS:

KINDERGARTEN: Speaking & Listening: *Presentation of Knowledge & Ideas* – Add drawings or other visual displays to descriptions as desired to provide additional detail.

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.3a	BENCHMARK: Explores the physical aspect of writing. a) Uses tools for writing and drawing.		
KEY VOCABULARY			
TSG CONNECTIONS: 7. Demonstrates fine-motor strength and coordination. 7b. Uses writing and drawing tools. 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Kim uses a stick to draw a picture in the sand. (Approaches to Learning: Initiative and Curiosity) Tyler uses markers to draw. Dora uses a pencil to make marks on paper. 		
LEARNING TARGETS			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can identify a writing tool and how to use it.	I can formulate writings and drawings using tools.	I can use tools for writing and drawing.	

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.3b	BENCHMARK: Explores the physical aspect of writing. b) Experiments with grasp when using a variety of writing tools.		
KEY VOCABULARY			
TSG CONNECTIONS:			
7. Demonstrates fine-motor strength and coordination. 7b. Uses writing and drawing tools. 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Carlito picks up a pencil with a fist grasp. Hans uses a pencil with a finger-grasp. Crystal grasps a paintbrush at the easel. (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I know what a writing tool is. I know what a grasp is for writing tools. (ie fist, 3-finger grasp)			

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.3c	BENCHMARK: Explores the physical aspect of writing. c) Adjusts body position when writing.		
KEY VOCABULARY			
TSG CONNECTIONS: 7. Demonstrates fine-motor strength and coordination. 7b. Uses writing and drawing tools. 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> After painting a picture at the table, Caleb moves to a comfortable position to write his name. Jose moves from trying to write while lying on the floor to a table. Andrea places the pencil in her right hand to write her name. 		
LEARNING TARGETS			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.3d	BENCHMARK: Explores the physical aspect of writing. d) Adjusts paper position when writing.		
KEY VOCABULARY			
TSG CONNECTIONS: 7. Demonstrates fine-motor strength and coordination. 7b. Uses writing and drawing tools. 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Alexander moves the paper to a comfortable position. Miquel holds paper with non-writing hand. Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center. 		
LEARNING TARGETS			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ENGLISH/LANGUAGE ARTS - STANDARD			
4. Demonstrates competence in the beginning skills and strategies of the writing process.			
4.3e	BENCHMARK: Explores the physical aspect of writing. e) Shows some evidence of directionality (top to bottom, left to right).		
KEY VOCABULARY			
TSG CONNECTIONS: 17. Demonstrates knowledge of print and its uses. 17b. Uses print concepts. 3-4. Indicates where to start reading and the direction to follow.			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Jimmy copies the letters of his name. Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page. Dareen progresses to writing left to right with letters in correct order. (Approaches to Learning: Persistence and Attentiveness) Julie places stickers from left to right on her paper. 		
LEARNING TARGETS			
KNOWLEDGE	REASONING	SKILL	PRODUCT

