

<p>LANGUAGE</p> <p>Reading Materials Focus</p> <p>Realistic Fiction through Read-alouds</p>	<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.2. Demonstrates they are building background knowledge</p> <p>PK.AC.3 Demonstrates understanding of what is observed</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary</p> <p>PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</p> <p>PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p>PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills</p> <p>PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding</p>	<p>A. Assessments (Kindergarten only)</p> <p>Find Kindergarten Assessment Film, Guide and Printables here: https://members.tshanywhere.org/cycle-3-primary</p> <p>B. Introduction and Mastery of Language Materials. It is important throughout the year we judge through observation and Mastery Practice the competency of Language Levels and adjust Morning Material Time accordingly.</p> <p>Make sure that we are staying with a concept until fully understood but do not restrain Learners from more difficult material if they are not proficient. They will achieve a higher learning progression if given BOTH opportunities.</p> <p>Beginning of the year Pre-Reading & Reading materials for Learners include but are not limited to:</p> <ol style="list-style-type: none"> 1. Pre-Reading: <ol style="list-style-type: none"> a. Spoken Language Development uses the following: <ul style="list-style-type: none"> • Classified Cards (Nomenclature or Picture Cards) • Three-Period Lessons with Vocabulary • Sound games (I spy for beginning, middle, ending sounds as well as blending phonemes) • Storytelling, Poems, Songs <p>See AEC Spoken Language Films here: https://members.tshanywhere.org/curriculum/films-spoken-language/</p> <ol style="list-style-type: none"> 2. Reading: <ol style="list-style-type: none"> a. Children learn to read best by first learning the sounds of letters and how to put them together to make words.
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	<p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world</p> <p>KR1: Develop and answer questions about a text. (RI&RL)</p> <p>KR2: Retell stories or share key details from a text. (RI&RL)</p> <p>KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)</p> <p>KR4: Identify specific words that express</p>	<p>b. They begin by writing their own words, which helps the Learner understand how to read words others have written.</p> <p>c. They also learn to read by modeling - watching their peers or their Parents read. Communicate to Parents that children need to see them reading and not on their phones. This is the #1 predictor of developing a reader.</p> <p>d. Confidence is a MAJOR player in reading. Ask a child what they had for breakfast, then write it on a strip of paper. If they said bacon and eggs. Write this down. Then ask them to read it! You can play this game with the whole group so they all feel confident.</p> <p>See AEC Reading Language Films here: https://members.tshanywhere.org/curriculum/reading/</p> <p>3. Reading Support:</p> <p>a. Object Box 1 (Phonetic 3-letter CVC words): Match objects to written labels</p> <p>b. Object Box 2 (Phonetic Longer Words): blend sounds to read words, Vocabulary building</p> <p>c. Phonetic Reading Cards: Sets 1-3: Single words, Sets 4-6: Short phrases, Set 7: Sentences</p> <p>d. Puzzle Words (Sight Words): Non-phonetic, high-frequency words: "the", "was", "is", "of", etc.</p> <ul style="list-style-type: none"> These are introduced individually in the form of a 3 period lesson. <p>e. Beginner reader practice with series such as the Pink, Blue, Green series or Bobs books.</p>
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	<p>feelings and senses. (RI&RL)</p> <p>KR5: Identify literary and informational texts. (RI&RL)</p> <p>KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)</p> <p>KR7: Describe the relationship between illustrations and the text. (RI&RL)</p> <p>KR8: Identify specific information to support ideas in a text. (RI&RL)</p> <p>KR9: Make connections between self, text, and the world. (RI&RL)</p> <p>KRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p> <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KRF1c: Understand that words are separated by spaces in print.</p> <p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>KRF1e: Identify the front cover, back cover, and title page of a book</p>	<p>C. Realistic Fiction: Read-Alouds</p> <p>Read-Alouds should be shared every day you have a work cycle after recess for 10-15 minutes as well as in small groups throughout the week.</p> <p>Kindergarteners can write single/multiple word reflections about the book. Make sure to pause and discuss or ask:</p> <ol style="list-style-type: none"> 1. Pre-Reading: <ol style="list-style-type: none"> a. What is the title of the book? b. Let's look at this book cover. Can you make a prediction (define) what this story may be about? c. Who is the author? What does an author do? d. Who is the illustrator? What is the illustrator's role? How do the illustrations enhance the story? What medium did the illustrator use? 2. During Reading: <ol style="list-style-type: none"> a. As you read, stop every few pages to discuss the text. You may ask questions like: <ul style="list-style-type: none"> • Who are the characters? • How is ____ feeling? • What is the setting of this story? Where and when is it taking place? • Does this part remind you of something (in your life, in another book, in the world)? b. As you come across new vocabulary, model how to figure out what the word means. 3. After Reading: <ol style="list-style-type: none"> a. Ask Learners to retell the story. You may have one person share with the whole class, older Learners retell a younger Learner, or have Learners turn and talk (sharing with the person sitting next to them).
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	<p>KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences.</p> <p>KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>KL5: Explore and discuss word relationships and word meanings.</p> <p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).</p> <p>KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.</p> <p>KL6: Use words and phrases acquired through conversations.</p>	<p>4. For Kindergarten, ask them to write the words they thought of while they were listening to the story.</p> <p>D. Coordinate with the Lower and Upper Elementary Educators to Invite those Learners to periodically read books to your Learners.</p> <ul style="list-style-type: none"> • Every Friday or day that is appropriate, invite an older Learner to read. • The Learner can stay and draw or write with them about the book. • These Mystery Readers are consistently children.
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