

Language Arts and Reading, Kindergarten

Time on Task: 6 hours per week

Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

Course Description

English Language Arts and Reading are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.</p> <p>(a) Introduction.</p> <p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and</p>	<p><u>Foundations & Frameworks Literature</u></p> <p>The developers of Foundations and Frameworks have designed each grade level with 12 units (10 in kindergarten, 13 in 1st grade) featuring a primary skill and a secondary skill. A set of mini units is also included at each grade level and can be taught at a time conducive to the individual teacher's schedule. Each unit consists of a read aloud book in</p>	<p>God's intended purpose for language arts:</p> <ol style="list-style-type: none">1. To teach the child to read the Scripture for himself.2. To enable the student to relate story content to Biblical truths.3. To recognize the character traits that lead to a godly, Christian life.4. To develop a deep respect for God and His Word.5. To teach the child to analyze the words of Scripture for himself.6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God's

<p>information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.</p> <p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p> <p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>which the teacher models thinking aloud. A pattern statement, a visual tool, and a series of process questions are presented through the read aloud. This sequence is followed with each unit taught.</p> <ul style="list-style-type: none"> • Sequence of Events • Referential Representation • Retelling • Character (Story Element) <p>Nonfiction</p> <ul style="list-style-type: none"> • Illustrations • Drawing Conclusions • Comparison and Contrast • Cause and Effect • Predicting and Justifying • Questioning <p><u>Phonics and Spelling K</u></p> <p>Print Awareness</p> <ul style="list-style-type: none"> • Concepts About Print • Capitalization • Punctuation <p>Phonemic Awareness</p> <p>Decoding</p> <ul style="list-style-type: none"> • Consonants <ul style="list-style-type: none"> ○ Alphabetic Recognition ○ Initial Consonants ○ Medial and Final Consonants ○ Twin Consonants ○ Consonant Blends ○ Sounds of s ○ Consonant Digraphs • Vowels 	<p>plan</p> <ol style="list-style-type: none"> 7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture. 8. To recognize the ability to communicate with one another and with God is part of His plan for our lives. 9. To acknowledge that God is concerned that communication be clear and easily understood. 10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write. 11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation. 12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply. 13. To learn how to communicate with others and with God in a way that glorifies Him. 14. To learn to communicate in such a way as to draw men to Christ. 15. To learn the structure of our language so that the student is equipped to understand the things he reads and writes. 16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication. 17. To learn truth through the positive
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<p>(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p> <p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.</p> <p>(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<ul style="list-style-type: none"> ○ Short Vowels ○ Long Vowels ○ Silent vowels ○ Vowel Rules ○ Vowel Digraphs • R-Controlled Vowels and Other Combinations • Word Structure <ul style="list-style-type: none"> ○ Recognizing Nondecodable (Sight) Words ○ Blending CVC and Other Words ○ Syllabication ○ Compound Words ○ Possessives <p>Fluency Spelling</p> <ul style="list-style-type: none"> • Letter/Sound Correspondences • Consonants • Short Vowels • Long Vowels • Nondecodable (Sight) Words • Initial and Final /l/ Spellings • CVC Words • Consonant Digraphs • R-Controlled Vowels and Other Combinations <p>Support for Comprehension Handwriting/Penmanship</p> <ul style="list-style-type: none"> • Prehandwriting (Motor) Skills • Capital and Lowercase Letters (manuscript) 	<p>examples of literature and to expose, when appropriate, the error of man's thinking through negative examples of literature.</p> <p>18. To equip the student to evaluate biblically ideas and attitudes in literature.</p> <p>19. To learn to appreciate the gift of creativity in written and oral form.</p> <p>20. To understand the thinking of men as represented in literature of different time periods.</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external</i></p>
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	<ul style="list-style-type: none"> • Nondecodable, High-Frequency Words (manuscript) <p>Oral Communication/Listening/Speaking</p> <p><u>Writer’s Stylus</u> Genre Focus: Acquaintance & Analysis (A&A), Purpose</p> <ul style="list-style-type: none"> • Expository: Step-by-step How-to/How it Happens • Story: Short Story • Communicative: Friendly Letter • Expository: Descriptive <p>Expository: Comparison</p> <p><u>Correlation with TEKS Foundations & Frameworks Literature (F&F)</u> Make Way for Books Clerestory Learning</p> <p><u>Phonics and Spelling K (P&S)</u> Saxon Publishers, Inc. Student ISBN 1-59141-150-5 Vol. 1 1-59141-151-3 Vol. 2 Teacher ISBN 978-1-5914-1631-9 Vol. 1 978-1-5914-1634-0 Vol. 2</p>	<p><i>reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> God is the source of everything and created the universe out of nothing. (Genesis 1:1) The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8) God provides a way back to Himself through the death of His son Jesus (the second person of
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<p>(b) Knowledge and skills.</p> <p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. <i>Students are expected to:</i></p> <p>(A) recognize that spoken words can be represented by print for communication;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(D) recognize the difference between a letter and a printed word;</p> <p>(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);</p> <p>(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p> <p>(G) identify different parts of a book (e.g., front and back covers, title page).</p> <p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. <i>Students are expected to:</i></p> <p>(A) identify a sentence made up of a group of words;</p> <p>(B) identify syllables in spoken words;</p> <p>(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");</p> <p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");</p> <p>(F) blend spoken onsets and rimes to form simple words (e.g.,</p>	<p>Writer's Stylus (WS) Make Way for Books Clerestory Learning</p> <p>P&S TMV1 Practice & Remediation Game p. 6, Pre-Lesson 105 P&S Lessons 1-104 P&S Lessons 1-104</p> <p>P&S Lessons 11-108</p> <p>Journaling, P&S Handwriting Lessons 61-84</p> <p>F&F Saxon Decodable Readers</p> <p>F&F</p> <p>Saxon Decodable Readers, Journal, P&S Lesson 38 P&S Lessons 13, 27, 40 P&S Lessons 25, 36</p> <p>P&S Lessons 1-12</p> <p>P&S TMV1 Practice & Remediation p. 9</p> <p>P&S TMV1 Practice &</p>	<p>the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. What happens to a person at death?</p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. Why is it possible to know anything at all?</p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active</p>
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<p>onset/c/ and rime/at/ make cat);</p> <p>(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);</p> <p>(H) isolate the initial sound in one-syllable spoken words; and</p> <p>(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</p> <p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. <i>Students are expected to:</i></p> <p>(A) identify the common sounds that letters represent;</p> <p>(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p> <p>(C) recognize that new words are created when letters are changed, added, or deleted; and</p> <p>(D) identify and read at least 25 high-frequency words from a commonly used list.</p> <p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. <i>Students are expected to:</i></p> <p>(A) predict what might happen next in text based on the cover, title, and illustrations; and</p> <p>(B) ask and respond to questions about texts read aloud.</p> <p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. <i>Students are expected to:</i></p> <p>(A) identify and use words that name actions, directions, positions, sequences, and locations;</p> <p>(B) recognize that compound words are made up of shorter words;</p> <p>(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and</p> <p>(D) use a picture dictionary to find words.</p> <p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural,</p>	<p>Remediation p. 9 P&S Lessons 12-140</p> <p>P&S Lessons 1-131 P&S Lessons 11-26</p> <p>P&S Lessons 1-104 P&S Lessons 11-140</p> <p>P&S TMVI Practice & Remediation Games p. 9 Saxon Decodable Readers</p> <p>F&F Unit</p> <p>F&F Units 1-10</p> <p>Math Lessons 1-4</p> <p>P&S Lessons 27, 30</p> <p>Math Lessons 7-9</p> <p>P&S TMV1 Practice & Remediation p. 6</p>	<p>role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can.</p>
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<p>historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p><i>Students are expected to:</i></p> <p>(A) identify elements of a story including setting, character, and key events;</p> <p>(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p> <p>(C) recognize sensory details; and</p> <p>(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p> <p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <i>Students are expected to</i> respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p> <p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p><i>Students are expected to:</i></p> <p>(A) retell a main event from a story read aloud; and</p> <p>(B) describe characters in a story and the reasons for their actions.</p> <p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to</i> identify the topic of an informational text heard.</p> <p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.</p> <p><i>Students are expected to:</i></p> <p>(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</p> <p>(B) retell important facts in a text, heard or read;</p>	<p>F&F Units 2, 4</p> <p>F&F Unit 2</p> <p>Science Lessons 1-5 F&F Unit 2</p> <p>F&F Nursery Rhymes F&F Unit A</p> <p>F&F Unit 3 F&F Unit 4</p> <p>F&F Unit 6</p> <p>F&F Unit 5</p> <p>F&F Units 1, 3</p>	<p>Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence</p>
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<p>(C) discuss the ways authors group information in text; and</p> <p>(D) use titles and illustrations to make predictions about text.</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. <i>Students are expected to:</i></p> <p>(A) follow pictorial directions (e.g., recipes, science experiments); and</p> <p>(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. <i>Students (with adult assistance) are expected to:</i></p> <p>(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. <i>Students (with adult assistance) are expected to:</i></p> <p>(A) plan a first draft by generating ideas for writing through class discussion;</p> <p>(B) develop drafts by sequencing the action or details in the story;</p> <p>(C) revise drafts by adding details or sentences;</p> <p>(D) edit drafts by leaving spaces between letters and words; and</p> <p>(E) share writing with others.</p> <p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events,</p>	<p>F&F Unit 9, Decodable Readers F&F Unit 9</p> <p>Teacher-created Lesson (Week 1 – Ladybug and Bus Cut and Color) Teacher-created Lesson (Week 2 – Safety)</p> <p>Teacher-created Lesson</p> <p>Teacher-created Lesson</p> <p>WS Units 1-5</p> <p>WS Units 1-5</p> <p>Writer’s Stylus Units 1-5 Journaling, Seasonal Writing Activities Journaling, Seasonal Writing Activities, STAR of the Week Book</p>	<p>of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God? What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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<p>and ideas. <i>Students are expected to:</i></p> <p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and (B) write short poems.</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. <i>Students are expected to</i> dictate or write information for lists, captions, or invitations.</p> <p>(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me); (B) speak in complete sentences to communicate; and (C) use complete simple sentences.</p> <p>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. <i>Students are expected to:</i></p> <p>(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression); (B) capitalize the first letter in a sentence; and (C) use punctuation at the end of a sentence.</p>	<p>WS Units 1-5 F&F Mini Unit A</p> <p>Letters, Thank-you Notes, Recipes, Seasonal Writing Activities, Comic Strips</p> <p>Journaling, Story Telling, F&F Vocabulary – All Units</p> <p>Discussion, Journaling Discussion, Journaling</p> <p>P&S Handwriting Lessons 1-61</p> <p>Journaling Journaling</p>	
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<p>(18) Oral and Written Conventions/Spelling. Students spell correctly. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) use phonological knowledge to match sounds to letters; (B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and (C) write one's own name. <p>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <i>Students (with adult assistance) are expected to:</i></p> <ul style="list-style-type: none"> (A) ask questions about topics of class-wide interest; and (B) decide what sources or people in the classroom, school, library, or home can answer these questions. <p>(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Students (with adult assistance) are expected to:</i></p> <ul style="list-style-type: none"> (A) gather evidence from provided text sources; and (B) use pictures in conjunction with writing when documenting research. <p>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) listen attentively by facing speakers and asking questions to clarify information; and (B) follow oral directions that involve a short related sequence of actions. <p>(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. <i>Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</i></p> <p>(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. <i>Students are expected</i></p>	<p>P&S Lessons 1-140 P&S Lessons 11-140</p> <p>P&S Lessons 1-140</p> <p>Community Helper Unit Grandparents Day Community Helper Unit Grandparents Day</p> <p>Science Lessons 19-21 Science Lessons 19-21</p> <p>Class Discussion, Chapel, Community Helpers Yello Dino</p> <p>Chapel Programs, Mission Week, Show and Tell</p> <p>Review Games, Show and</p>	
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<p><i>to follow agreed- upon rules for discussion, including taking turns and speaking one at a time.</i></p>	<p>Tell</p> <p>Student Activities Role Play Games/Puzzles Stories Songs Projects Cooperative Learning Journaling Graphic Organizers Small Groups Drawing Manipulatives Writer’s Workshop Portfolio</p> <p>Teaching Strategies Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning</p> <p>Evaluation Procedures Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio</p>	
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	<p>Other Resources and Bibliography Yello Dyno - Children's Advocacy Center Program, 4 different sessions about personal safety</p>	
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