

SPEED S.E.J.A #802

Reading Curriculum
Pre-K Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities/ <i>materials</i>	Assessment/Evidence of Mastery
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- STATE GOAL 1: Read with understanding and fluency.**
STANDARDS: A Apply word analysis and vocabulary skills to comprehend selections
BENCHMARKS: 1. 1.A.ECa Understand that pictures and symbols have meaning and that print carries a message.
 2. 1.A.ECb Understand that reading progresses from left to right and top to bottom.
 3. 1.A.ECc Identify labels and signs in the environment.
 4. 1.A.ECd Identifies some letters, including those in own name.
 5. 1.A.ECe Makes some letter-sound matches.

<p>Shows beginning understanding of concepts about print.</p> <p>Hold a book right side up and turn the pages one page at a time.</p> <p>Point to classroom labels and read the word printed there.</p> <p>Ask "What does this say?" when they see a sign, label, or other print.</p> <p>Point to a logo and read the name of community places.</p> <p>Recognize the cover of a book and ask that it be read to them.</p> <p>Point to words using left to right, top to bottom progression.</p> <p>Check pictures or symbols on the classroom job chart.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall, and bulletin boards.</p> <p>Theme-related books in the classroom.</p> <p>Read stories daily and use props.</p> <p>Attend library.</p> <p>Create a writing center.</p> <p>Sign in area</p> <p>Computers</p> <p>Display student writing.</p> <p>Following written directions.</p> <p>Include materials and toys that promote literacy (V-tech toys, Magna-doodle, easel, writing implements)</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>
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Assessment/Evidence of Mastery

Suggested Activities

**Learner Outcomes
 (Skills/Concepts)**

Include auditory equipment (CD players, CDs, books on tape, switches)
 Active exploration in various centers.
 Teacher-directed activities related to theme.
 Conduct surveys on classmate's interests and graph results.
 Provide augmentative communication devices for letters in print.

Recognize some letters including those in own name.
 Write a series of scribbles separated by spaces.
 Point to letters in a book that appear in their name.
 Begins to develop knowledge about letters
 Identify letters in their names in other contexts.
 Pick out and label specific letters from their names as they look at titles or labels.
 Recognize some letters by shape or context. Identify their name in print.
 Guess a word by initial letter. Identify uppercase letters.
 Name the letters in their first name as they write their name.
 Demonstrates phonological awareness.
 Repeat or chant familiar rhyming verses or songs.
 Clap out the number of syllables in their

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name. Experiment with sounds to make nonsense words. Match letter to sound from their first name. Create rhyming words.		

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<p>STATE GOAL 1: Read with understanding and fluency. STANDARD B: Apply reading strategies to improve understanding and fluency. BENCHMARKS: 1.B.ECa Predict what will happen next using pictures and content for guides. 2..B.ECb Begin to develop phonological awareness by participating in rhyming activities. 3..B.E.Cc Recognize separable and repeating sounds in spoken language</p>		
<p>Demonstrates phonological awareness. Repeat or chant familiar rhyming verses or songs. Clap out the number of syllables in their name. Experiment with sounds to make nonsense words. Match letter to sound from their first name. Create rhyming words.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, and bulletin boards. Songs, rhymes, and finger plays Create a sign in area for students Read a wide variety of children's literature. Read stories daily. Attend library. Computers Include materials and toys that promote literacy (V-tech toys, Magna-doodle, easel, writing implements) Include auditory equipment (CD players, CDs, books on tape, microphones, switches) Provide augmentative communication</p>	<p>Brigance Work Sampling checklist Work Sampling portfolios Battelle Teacher observation Anecdotal recording Checklists</p>

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
	devices to produce spoken language. Teacher-directed activities related to theme.	

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Assessment/Evidence of Mastery

Suggested Activities and Materials

**Learner Outcomes
 (Skills/Concepts)**

STATE GOAL 1: Read with understanding and fluency.
STANADADS C: Comprehend a broad range of reading materials.
BENCHMARKS: 1. 1C.ECa Retell information from a story.
2. 1C.ECb Respond to simple questions about reading material.
3. 1 C.ECc Demonstrate understanding of literal meaning of stories by making comments.

<p>Comprehends and responds to stories read aloud.</p> <p>Ask questions as a story is read and make comments.</p> <p>Pay attention to a story in small group.</p> <p>Act out familiar story with classmates.</p> <p>Label pictures in familiar books.</p> <p>Recognize when the reader omits part of the story.</p> <p>Point to pictures of characters and recalls what the character did.</p> <p>Look at books and pretend to read out loud.</p> <p>Read an unfamiliar book by looking at pictures.</p> <p>Use pictures to recall details of a story.</p> <p>Re-tell a story using props.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall and bulletin boards.</p> <p>A wide variety of children's literature.</p> <p>Read stories daily and use props.</p> <p>Attend library.</p> <p>Utilize props and flannel boards for stories.</p> <p>Create a dramatic play area.</p> <p>Computers</p> <p>Include materials and toys that promote literacy (V-tech toys, Magna-doodle, easel, writing implements)</p> <p>Include auditory equipment (CD players, CDs, books on tape, switches)</p> <p>Teacher-directed activities related to theme.</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>
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<p>Re-tell the main event of a story just read.</p> <p>Guess what will happen next by looking at a picture on the next page.</p> <p>Comment on the actions described in a story.</p> <p>Making up original or creative endings for stories.</p>	<p>Expose children to fantasy stories.</p> <p>Provide augmentative communication to demonstrate comprehension.</p>	

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<p>Demonstrates phonological awareness.</p> <p>Repeat or chant familiar rhyming verses or songs.</p> <p>Clap out the number of syllables in their name.</p> <p>Experiment with sounds to make nonsense words.</p> <p>Match letter to sound from their first name.</p> <p>Create rhyming words.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, and bulletin boards.</p> <p>Songs, rhymes, and finger plays</p> <p>Create a sign in area for students</p> <p>Read a wide variety of children's literature.</p> <p>Read stories daily.</p> <p>Attend library.</p> <p>Computers</p> <p>Include materials and toys that promote literacy (V-tech toys, Magna-doodle, easel, writing implements)</p> <p>Include auditory equipment (CD players, CDs, books on tape, microphones, switches)</p> <p>Provide augmentative communication</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
	devices to produce spoken language. Teacher-directed activities related to theme.	

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<p>STATE GOAL 2: Read and understand literature representative of various societies, eras, and ideas.</p> <p>STANDARDS: A: Understand how literary elements and techniques are used to convey meaning. B: Read and interpret a variety of literary works.</p> <p>BENCHMARKS: 2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes. 2. B.EC Show independent interest in reading related activities.</p>		
<p>Shows an appreciation for books and reading.</p> <p>Recognize specific books by the cover.</p> <p>Look at books in an orderly fashion, turning one page at a time, going front to back.</p> <p>Ask questions about unfamiliar details of a story just heard.</p> <p>Show interest in informational texts and books of poetry, as well as story books.</p> <p>Improvise dialogue to re-enact a story.</p> <p>Ask to have their favorite book read during choice time.</p> <p>Create voices for characters in books.</p> <p>Choose to join a small group that is listening to a story.</p> <p>Pretend to read by pointing to words with one finger as they recite the text.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall, and bulletin boards.</p> <p>Theme-related books in classroom.</p> <p>Read stories daily and use props.</p> <p>Have a variety of props available for children to act out stories.</p> <p>Attend library.</p> <p>Create a writing center.</p> <p>Create a dramatic play area.</p> <p>Computers and augmentative communication devices</p> <p>Display student writing.</p> <p>Following written directions.</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>

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<p>Read an unfamiliar book by looking at the pictures and guessing what the story might be about.</p>	<p>Include materials and toys that promote literacy (V-tech toys, Magna-doodle, easel, writing implements) Include auditory equipment (CD players, CDs, books on tape, switches) Teacher-directed activities related to theme.</p>	

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<p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STANDARDS: A: Use correct grammar, spelling, punctuation, capitalization and structure. B: Compose well-organized and coherent writing for specific purposes and audiences. C: Communicate ideas in writing to accomplish a variety of purposes.</p> <p>BENCHMARKS: 3.A.EC Use scribes, approximations of letters, or known letters to represent written language. 3. B.EC Dictate stories and experiences. 3. C.EC Use drawing and writing skills to convey meaning and information.</p>		
<p>Scribble on paper and describe the thoughts they have written down.</p> <p>Make a meaningful sign consisting of scribbles.</p> <p>Write their own name using scribbles.</p> <p>Scribble a shopping list during play.</p> <p>Describe drawings when a teacher says "tell me about your picture".</p> <p>Listen and pretend to talk on the phone.</p> <p>Ask the teacher to write a note telling about a classroom event.</p> <p>Make up a story using props to tell the story.</p> <p>Describe pretend play to the teacher.</p> <p>Pretend to use a phone book to look up</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall, and bulletin boards.</p> <p>Theme-related books in classroom.</p> <p>Read stories daily.</p> <p>Create a writing center (including note pads, envelopes, pens, pencils, crayons markers, etc).</p> <p>Sign in area</p> <p>Computers</p> <p>Display student writing.</p> <p>Include materials and toys that promote writing (V-tech toys, Magna-doodle, easel, writing implements)</p> <p>Model writing.</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>

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<p>a phone number.</p> <p>Use letter stamps to represent words and then read the message to another person.</p> <p>Write restaurant orders in the play area.</p> <p>Label a drawing with several randomly placed letter-like shapes.</p> <p>Writing their own name on their artwork from memory.</p> <p>Spontaneously write upper-case letters they know.</p> <p>Copy letters from signs and labels posted around the room.</p> <p>Begin to write several letters correctly.</p> <p>Ask the teacher to write a word or a letter so they can copy the example.</p> <p>Re-tell a story using props.</p> <p>Dictate a story about a picture and ask a teacher to write it down.</p> <p>Build a structure in play and ask for help in writing the label.</p>	<p>Make writing implements available in all areas of the classroom.</p> <p>Provide a variety of writing activities that include: writing in gel, sand, pudding, etc.</p>	

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Draw a picture to go along with a character from a story. Dramatize a familiar story.		

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<p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STANDARD B: Speak effectively using language appropriate to the situation and audience.</p> <p>BENCHMARKS: 4.B.EC Communicate needs, ideas, and thoughts.</p>	<p>Request information with clarity.</p> <p>Describe an event and answer questions about it.</p> <p>Use alternative communication devices.</p> <p>Initiate a conversation with an adult.</p> <p>Tell a story using words, props, and gestures to convey meaning.</p> <p>Use common social conventions, such as "hello" or "thank you" with occasional prompting.</p> <p>Use vocabulary that they learn from a story with their peers.</p> <p>Make up silly words.</p> <p>Make up dialogue for a role-play in the dramatic play area.</p> <p>Relate an event from a field trip to something being read aloud from a book.</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>
<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall, and bulletin boards.</p> <p>A wide variety of children's literature.</p> <p>Read stories daily.</p> <p>Attend library.</p> <p>Sign in area</p> <p>Computers</p> <p>Following spoken directions.</p> <p>Include materials and toys that promote communication (V-tech toys, Magna-doodle, easel, switches, writing implements)</p> <p>Include auditory equipment (CD players, CDs, books on tape, switches)</p> <p>Provide augmentative communication devices (high and low tech)</p> <p>Encourage children to request wanted</p>	<p>Encourage children to request wanted</p>	<p>Encourage children to request wanted</p>

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<p>Tell someone about a recent trip. Repeat short rhymes.</p> <p>Speak clearly enough so that a classroom visitor knows what they are saying.</p> <p>Accurately deliver a message from home to the teacher.</p> <p>Communicate in a way that other children understand what is being said without constantly having to ask "what did you say?"</p> <p>Tell a class about a trip to visit a relative. Wait for their turn to speak.</p> <p>Use words to communicate their feelings.</p> <p>Tell a visitor about the classroom using appropriate terminology.</p> <p>Add a relevant idea to another child's comment.</p> <p>Tell jokes and giggle even though they do not understand the significance of the word relationships in jokes and puns.</p> <p>Ask questions related to the current topic of discussion.</p>	<p>items.</p> <p>Expose children to community outings (field trips).</p> <p>Set up classroom environment that provides opportunities for dialogue.</p> <p>Provide rhyming activities.</p> <p>Encourage manners throughout the day. Read stories and use props.</p> <p>Have a variety of props available for stories.</p> <p>Use a variety of materials (i.e. microphone) to encourage speaking.</p> <p>Nursery rhymes</p> <p>Encourage speaking to anyone who enters the classroom.</p> <p>Provide multi-step directions.</p>	

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Think up rhyming words for a song or finger play.		

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<p>STATE GOAL 5: Use the language arts to acquire, assess, and communicate information.</p> <p>STANDARDS A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</p> <p>B: Analyze and evaluate information acquired from various sources.</p> <p>C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.</p> <p>BENCHMARKS: 5.A.EC Seek answers to questions through active exploration. 5. B.EC Relate prior knowledge to new information. 5. C.EC Communicate information with others.</p>	<p>Create a print-rich environment, including a library center, labeling items in the classroom, schedules, alphabet materials, students' names, word/picture wall, and bulletin boards.</p> <p>Read a wide variety of children's literature.</p> <p>Read stories daily.</p> <p>Attend library.</p> <p>Create a writing center.</p> <p>Sign in area</p> <p>Computers</p> <p>Display student writing.</p> <p>Following written/spoken directions.</p> <p>Include materials and toys that promote communication (V-tech toys, Magna-doodle.</p>	<p>Brigance</p> <p>Work Sampling checklist</p> <p>Work Sampling portfolios</p> <p>Battelle</p> <p>HELP</p> <p>Teacher observation</p> <p>Anecdotal recording</p> <p>Checklists</p>

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	<p>easel, switches, writing implements) Include auditory equipment (CD players, CDs, books on tape, switches)</p> <p>Theme-related books in classroom.</p> <p>Active exploration in various centers.</p> <p>Teacher-directed activities related to theme.</p> <p>Engage children in conversations about events that occurred outside of school.</p> <p>Expose children to fantasy stories.</p> <p>Provide access to writing and drawing implements.</p> <p>Conduct surveys on classmates interests and graph the results.</p>	