GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 1

Key Terms for Students			**Key to Essential Components of Reading:**
Recognize Engage Connect Vocabulary	Respond Predictions Interpret Questions	Familiar Experience Orally	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies
			PALS Letter Recognition Phonemic Awareness Concepts About Print High Frequency Words

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
<u>Thinking Within Text</u>			
Solving Words	• Connect vocabulary and life experiences to ideas in books.	• Draw picture & dictate sentence • Role play activity • Play Dough	• Oral Response • Writing Samples
	• Recognize and name uppercase and lowercase manuscript letters.		
	• Track print by pointing to written words when texts are read aloud by self or others.		
	• Recognize first and last name and names of others.		
Monitoring and Correcting	• Ask and answer questions about text.	• Sequence in non-traditional activities • Revisit text	• Oral Response • Retelling
	• Read voluntarily familiar pre-k level texts.		
Searching for and Using Information	• Connect vocabulary and life experiences to ideas in books.	• Show and Tell • Small Group Activities	• Oral Response • Retelling

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	• Begin to make predictions about texts.	• Picture Walk • Draw pictures about basic ideas	• Oral Response • Writing Samples
Summarizing	• Ask and answer questions about text.	• Sequence in non-traditional activities • Revisit text	• Oral Response • Retelling
Maintaining Fluency			
Adjusting	• Recognize and interpret familiar signs and symbols from the environment such as labels and signs.	• Pictures of environmental print • Household food item labels	• Oral Response
Thinking About Text			
Critiquing	• Engage in pre-reading activities.	• Rebus Books • Picture/Word Cards	• Oral Response • Observational Checklists
Analyzing	• Identify parts of a book and their functions (front/back cover, author/illustrator)		
Thinking Beyond Text			
Inferring	• Comprehend and respond to literary texts and performances.		
Synthesizing	• Connect vocabulary and life experiences to ideas in books.	• Role Play • Show and Tell • Puppet Shows/Felt Boards • Homework Assignments	• Oral Response • Writing Samples
	• Begin to make predictions about texts.	• Show & Tell • Role Playing	• Writing Rubric
	• Learn the meaning of new words and use them in own speech.		
Making Connections (Personal/World/Text)	• Engage in pre-reading activities.		• Oral Response • Observational Checklists
	• Listen to, read and respond to myths, folktales and literature from the U.S. and international regions and cultures,		

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	including students own.		
Predicting	• Begin to make predictions about texts.	• Multiple versions of text • Act Out	• Oral Response/Retelling
	• Engage in pre-reading activities.	• Show & Tell • Role Playing	• Observational Checklists • Writing Samples
Writing	• Draw ideas gathered from personal experiences.	• Label drawings and paintings through dictations.	Writing Rubric
	• Write by using paintings and drawings.	• Write some uppercase and lowercase letters.	
	• Show interest in sharing writing and drawings with others.	• Write some letters in own name.	
	• Understand the purpose of print is to communicate.		
	• Copy words and/or letters from classroom labels and print.		
Listening	• Follow a one-step direction.		Listening Rubric
	• Identify and respond to environmental sounds, such as a school bell or fire alarm.		
	• Listen to spoken language.		
	• Listen for different purposes.		
	• Respect age, gender, culture of the speaker.		
	• Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.		
	• Apply self-monitoring and self-correcting strategies for language production such as referring to illustrations, asking questions, starting over, rephrasing and exploring		

	alternative ways of saying things.		
Speaking	• Speak audibly.		Speaking Rubric
	• Learn to take turns when speaking in a group.		
	• Ask questions to clarify directions and classroom routines.		
	• Respond orally to simple questions and directions.		
	• Demonstrate familiarity with some cultural and language patterns and norms in American English.		
	• Share cross-cultural ideas with others.		
	• Use new vocabulary and grammar in own speech.		
	• Speak with speed and expression appropriate for the purpose.		
	• Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.		

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HQ1	Literature & Informational	Science / Social Studies / Math
- In Between - The Month of School - My Mother is Mine - Flower Garden - Alphabet Under Construction	- I Am Eyes - We Are All Alike, We Are All Different - Mouse's 1st Day - School Bus - What Will I Do If I Can't Tie My Shoe - Off to Grandpa's - A Chair For My Mother - Knock, Knock - I Am An Apple - Squirrels All Year Long - Star Child - School Tours - Pictures - I Am Big/Small Thumpkin - A House Is A House For Me - Build A House - ABC's - 10 Shiny Apples - Leaves Falling Down	- Tour The School - Family Trees/Pictures - Build Homes with Blocks - Leaf Prints/Rubbings - Nature Walks - Apple – dissections, apple sauce