GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 2

Key Terms for Students			**Key to Essential Components of Reading:**
Distinguish	Identify	Describe	**PA** Phonemic Awareness
Understand	Match	Vocabulary	**P** Phonics
Recognize	Observations	Purpose	**V** Vocabulary Development
			F Fluency
			C Comprehension Strategies
			Reading Response Journals Running Records PALS Story Maps Sequencing Chart Observational Checklist

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
<u>Thinking Within Text</u>			
Solving Words	• Read own name.	• Environmental Print • Small group activities/letter manipulation	• Observational Checklists • PALS-Writing/Editing
	• Recognize and identify letters of the alphabet.	• Computer/Smart Board • Small Group	• PALS-Letter Recognition • Checklists
	• Understand that the purpose of print is to communicate.	• Group reading of Big Books/Charts	• Oral Response/Retelling • PALS-Concepts About Print
	• **(PA)** Recognize and name uppercase and lowercase manuscript letters.	• Computer/Smart Board • Small Group Activities	• PALS-Letter Recognition • Checklists
	• **(CF)** Read familiar pre-kindergarten-level texts at the emergent level.	• Leveled Texts • Charts	• Benchmarks/DRA • Observations

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	• **(PA)** Recognize first and last name and names of others in the classroom.	• Environmental Print • Charts • Games	• Observation • Writing Sample
	• **(CF)** Read voluntarily familiar pre-kindergarten-level texts.	• Library • Book Time	• Observation
Monitoring and Correcting	• Ask and answer questions about the text.	• Large Group Read-Alouds • Small Group Reading	• Oral Response & Retell
	• **(F)** Track print by pointing to written words when texts are read aloud by self or others.	• Small Group Reading • Charts • Big Books	• PALS-Concepts of Print • Observations
Searching for and Using Information	• Distinguish between print and pictures.	• Large Group Read-Alouds • Big Books	• PALS-Concepts About Print
	• Recognize and identify letters of the alphabet.	• Letter Puzzles • Magnet Letters • Scrabble Letters	• PALS-Letter Recognition • Observation
	• Use new vocabulary to talk about life experiences.	• Make Own Books	• Writing Sample • Oral Response & Retelling
	• Connect vocabulary and life experiences to ideas in books.	• Charts • Books • Interactive Read-Alouds • Predictions	• Oral Response & Retelling • Listening Rubric • Observational Checklist
	• Begin to make predictions about text.	• Books	• Oral Response & Retelling • Checklist
	• **(PA)** Recognize first and last name and names of others in the classroom.	• Attendance • Name Charts • Class Lists • Games	• Speaking Rubric • Oral Response • Observation
Summarizing	• **(CF)** Read familiar texts at the	• PALS/Text	• PALS/Benchmark

	emergent level.		
Adjusting	• Recognize and interpret familiar signs and symbols from the environment such as labels and signs.	• Environmental Print	• Oral Response
	• Read voluntarily familiar pre-kindergarten level texts.	• Library-Free Clinic	• Observation
Making Connections (Personal/World/ Text)	• Use new vocabulary to talk about life experiences.	• Read-Aloud	• Oral Response & Retelling
	• **(CF)** Show interest in reading a range of texts from different genres.	• Library Books	• Observational Checklist
	• **(VCF)** Demonstrate familiarity with some cultural and language patterns and norms in American English.	• Track Print When Reading	• Observation
	• **(VCF)** Demonstrate familiarity with some U.S. cultural referents at the local and national levels.	• Learn About Communities/Jobs People Do	• Observation
	• **(VCF)** Share cross-cultural experiences and ideas with others.	• Share Stories	• Oral Response • Observation
	• **(VCF)** Listen to, read and respond to myths, folktales and literature from the United States and international regions and cultures, including students' own.	• Shared Reading • Small Group	• Oral Response • Observational Checklist
	• **(VCF)** Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures,	• Read-Aloud • Shared Reading	• Oral Response • Writing Samples

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	generations, including students' own.		
Predicting			
Thinking About Text			
Critiquing			
Analyzing	• **(C)** Identify parts of a book and their functions (e.g., front cover, back cover, author, and illustrator).	• Read-Alouds • Small Group	• PALS-Concepts About Print • Checklists • Observations
Thinking Beyond Text			
Inferring	• **(C)** Comprehend and respond to literary texts and performances.	• Trade Books • Response Journals	• Oral Response & Retelling • Observation • Checklists • Writing Samples
Synthesizing	• **(V)** Learn the meaning of new words and use them in own speech.	• Role Play • Books	• Observation • Checklists
	• Show interest in reading a range of texts from different genres.	• Trade Books (variety)	• Observation • Checklists
Writing	• Begin to write own name on drawings and pictures.		• Middletown Writing Rubric • Graphic Organizers • Writing Samples • Writer's Notebook • Writing Folders • Oral Response and Oral Retelling • Story Map • Sequencing Chart • Observational Checklist
	• Write some uppercase and lowercase letters especially in own name.		
	• Label drawings and paintings through dictations.		
	• Write some uppercase and lowercase letters.		
	• Write some letters in own name.		

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	• Copy words and/or letters from classroom labels and print.		
	• Demonstrate familiarity with some cultural and language patterns and norms in American English.		
	• Share cross-cultural experiences and ideas with others.		
	• Listen to, read and respond to myths, folktales, and literature from the United States and international regions and cultures, including students' own.		
	• Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures, generations, including students' own.		
Listening	• Identify words on a chart, with assistance.		PALS • Listening Rubric • Observational Checklist
	• Match spoken words to pictures, with assistance.		
	• Listen to spoken language.		
	• Listen for different purposes.		
	• Understand and follow one and two-step oral directions.		
	• Listen respectfully without interrupting.		
	• Identify and respond to		

	environmental sounds, such as a school bell or fire alarm.		
	• Respect the age, gender, and culture of the speaker.		
	• Demonstrate familiarity with some cultural and language patterns and norms in American English.		
	• Demonstrate familiarity with some U.S. cultural referents at the local and national levels.		
	• Share cross-cultural experiences and ideas with others.		
	• Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.		
	• Listen to, read and respond to myths, folktales, and literature from the United States and international regions and cultures, including students' own.		
	• Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures, generations, including students' own.		
	• 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	• Share observations from classroom and home.		• PALS Speaking Rubric • Oral Responses and Retelling
	• Describe familiar persons, places, or objects.		
	• Speak audibly.		
	• Use new vocabulary and grammar in own speech.		
	• Speak with speed and expression appropriate for the purpose.		
	• Take turns speaking in a group.		
	• Demonstrate familiarity with some cultural and language patterns and norms in American English.		
	• Demonstrate familiarity with some U.S. cultural referents at the local and national levels.		
	• Share cross-cultural experiences and ideas with others.		
	• Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.		

	• Respond to myths, folktales, and literature from the United States and international regions and cultures, including students' own.		
	• Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures, generations, including students' own.		
	• 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.		

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HQ2	Literature & Informational	Science / Social Studies / Math
- In Between - Traffic - Alphabet Under Construction - The Little Red Hen - The Months of School - Communities - Herman the Helper	- My 5 Senses - Rain Boots for Breakfast - See, Hear, Touch, Taste, Smell - The Land of Many Colors - The Wonders of Nature (series) - Rooster Off To See The World - Bubbles, Bubbles, Everywhere - From Peanuts to Peanut Butter - Chicken Soup with Rice - An Apple A Day - Peanut Butter & Jelly Pasta Please - Caps, Hats, Socks, Mittens - The Jacket I Wear In The Snow - The Snowy Day - Tool Boxes - Bread, Bread, Bread - Peanut Butter & Jelly - Apples & Bananas - Pat's Pals - The Mitten - Police Officer - Firefighter - Chicken Little - Pat and Penny - The Worl - The World of Ants - Hurry, Hurry, Drive The Fire Truck - The More We Get Together	- Sense Activities (hearing, tasting) - City Mouse, Country Mouse - Taste Tests - Snow/Ice - Role Play Hibernation, Migration, Adapt - Ice Experiments - Roles Play Different Jobs