GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 4

Key Terms for Students			**Key to Essential Components of Reading:**
Comprehend	Recognize	Actions	**PA** Phonemic Awareness
Connect	Describe	Purposes	**P** Phonics
Vocabulary	Characters	Information	**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	• **(CF)** Read familiar pre-kindergarten-level texts at the emergent level.	• Leveled Texts • Charts	• Benchmark/DRA
	• **(CF)** Read familiar texts at the emergent level.	• Trade Books • Classroom Library	• PALS / Benchmark
	• **(CF)** Read voluntarily familiar pre-kindergarten-level texts.	• Library Books	• Observation
	• Learn new words from books.	• Trade Books	• Observation
	• Recognize first and last name and names of others in the classroom.		
Monitoring and Correcting	• Identify words that rhyme.	• Dr. Seuss Books	• Oral Response
Searching for and Using Information	• Begin to distinguish between letters and words.	• Letter/Word Banks	• Observation
	• **(C)** Understand the purpose of print is to communicate.	• Charts/Poems/Big Books	• Oral Response
	• **(PA)** Recognize and name uppercase and	• Magnetic Letters – Smartboard Games	• Observation - PALS

GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 4

	lowercase manuscript letters.		
	• **(F)** Track print by pointing to written words when texts are read aloud by self or others.	• Big Books, Charts, Poems	• Oral Response
	• **(C)** Identify parts of a book and their functions (e.g., front cover, back cover, author, and illustrator).	• Read-Alouds • Small Groups	• PALS - CAP
	• Comprehend and respond to literary texts and performances.	• Little Quack • The Mutten } act stories out	• Oral Response • Observation
Summarizing			
Maintaining Fluency	• **(CF)** Read familiar pre-kindergarten-level texts at the emergent level.	• Leveled Texts • Charts	• Benchmark/DRA • Observations
	• **(CF)** Read familiar texts at the emergent level.	• Library Books	• Observation
	• **(CF)** Read voluntarily familiar pre-kindergarten-level texts.	• Library Books	• Observation
	• Follow left to right and top to bottom direction when reading English.	• Charts, Poems, Big Books	• Observation
Adjusting	• **(CF)** Show interest in reading a range of texts from different genres.	• Library Books	• Observation
<u>Thinking About Text</u>			
Critiquing	• Distinguish between real and imaginary stories.	• Compare/Contrast • Fiction/Non-Fiction	• Oral Response
	• **(VCF)** Demonstrate familiarity with some U.S. cultural referents at the local and national levels.	• Communities/Neighborhood Stories • Jobs People Do	• Oral Response
	• **(VCF)** Share cross-cultural experiences and ideas with others.	• Share Personal Stories/Pictures	• Oral Response

GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 4

Analyzing	• Interpret information represented in simple charts and webs.	• Charts, Graphs, Webs	• Observation
	• Recognize vocabulary and writing conventions.	• Charts, Poems, Big Books	• Observation
	• Identify parts of a book (front/back cover, author/illustrator)		
<u>Thinking Beyond Text</u>			
Inferring	• Comprehend and respond to literary texts and performances.		
Synthesizing	• **(V)** Learn the meaning of new words and use them in own speech.	• Vocabulary Cards/Games	• Oral Response
Making Connections (Personal/World/ Text)	• **(V)** Learn the meaning of new words and use them in own speech.	• Vocabulary Word Bank • Environmental Print	• Oral Response
	• **(VCF)** Share cross-cultural experiences and ideas with others.	• Family Pictures • Show and Tell	• Oral Response
	• **(VCF)** Listen to, read and respond to myths, folktales and literature from the United States and international regions and cultures, including students' own.	• Fairy Tales • Gingerbread Man • Shared Readings	• Oral Response
	• **(VCF)** Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures, generations, including students' own.	• Share Personal Stories and Pictures	• Oral Response • Observation
	• Draw on prior experience to understand new data and facts.	• Charts, Big Books	• Observation
	• Connect vocabulary and life experiences.	• Charts • Interactive Read-Alouds	• Oral Response and Retelling
Predicting			

GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 4

Writing	• Use spacing between letters and words.		• Middletown Writing Rubric • Graphic Organizers • Writing Samples • Writer's Notebook • Writing Folders • Oral Response and Oral Retelling • Story Map • Sequencing Chart • Observational Checklist
	• Use sound or invented spelling.		
	• Write correctly own first name.		
	• Write and draw spontaneously.		
	• Label drawings and paintings through dictations.		
	• Write some uppercase and lowercase letters.		
	• Write some letters in own name.		
	• 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.		
	• Become familiar with some conventions of American English. Such conventions include pronunciation.		
Listening	• Listen attentively for different purposes.		• Listening Rubric
	• Form an opinion about a book or story that was read.		

	• 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.		
	• Become familiar with some conventions of		

	American English. Such conventions include pronunciation.		
	• 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	• Use appropriate vocabulary and grammar.		• PALS - Speaking Rubric • Oral Responses and Retelling
	• Speak for different purposes.		
	• Share information.		
	• Describe characters and actions in a story.		
	• Use new vocabulary and grammar in own speech.		
	• Speak audibly.		
	• 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.		
	• Become familiar with some conventions of American English. Such conventions include pronunciation.		
	• 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.		

GRADE PRE-KINDERGARTEN ELA
MARKING PERIOD 4

HQ4	Literature & Informational	Science / SS / Math
- Spring Is Here - The Months of School - The Flower Garden - How the Sky Got Its Stars	- Animals Born Alive and Well - Animals and Their Babies - Wake Me In The Spring - Bear Shadow - Goodnight Moon - Moon Dance - Scholastic - Baby Animals - Weather Graphs/Charts - Soil Table - Sun/Moon	- Weather Reports - Planting Seeds - Planting A Garden - Rainbow Nature Walks