

**Grade:K5**  
**Subject area: Reading/Language Arts**

<b>Pre-reading</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
• Predict using title and picture clues	I	D	D	D
• Activate background knowledge about story theme	I	D	D	D
• Ask questions about the story	I	D	D	D
• Set a purpose for reading	I	D	D	D
<b>During Reading</b>				
• Use context (illustrations, text, and prior knowledge)	I	D	D	D
• Use print knowledge(repetitive language, rhyming patterns, phonemic awareness, visual memory clues)	I	D	D	D
• Understand concept of letter, word, and words made up of letters	I	P		
• Understand concepts of print/hold book right side up	P			
• Read from left to right, top to bottom, front to back	I	P		
• Grasp main idea	I	D	D	D
• Evaluate predictions while reading/listening	I	D	D	D
• Pose questions to clarify understanding	I	D	D	D
• Understand and use story structure(character, setting, goal, events, ending) to demonstrate comprehension	I	D	D	D
• Acquire a beginning reading vocabulary/ recognize some common sight words ( I, a, the, you)	I	D	D	P
<b>Post-reading</b>				
• Answer orally literal and inferential questions about text	I	D	D	D
• Write, draw, or dramatize story structure				
• Sequentially retell story	I	D	D	D
• Recall story details(paraphrase plot, characters, and events)	I	D	D	D
• Relate story to own like experiences	I	D	D	D
• Identify cause and effect relationships	I	D	D	D
• Pose questions to clarify understanding	I	D	D	D
• Discuss feelings and opinions about the story	I	D	D	D
• Distinguish realistic fiction, fantasy and poetry	I	D	P	
• Compare and contrast with other stories and /or authors	I	D	D	D
• Enjoy a variety of literature	I	D	D	D
• Read and interpret environmental signs such as safety signs, traffic signs, bathroom signs	I	P		
• Use story mapping. Webbing and lists as strategies for comprehension				
• Discuss the difference between “good & bad” behavior in reading materials	I	D	D	D
<b>Writing</b>				
• Begin to understand the relationship between written and oral language	I	D	D	D
• Dictate creative stories and descriptions	I	D	D	D
• Develop eye/hand coordination	D	P		
• Use correct pencil grasp	I	D	D	D
• Use letter-sound association in journal writing			I	D
• Understand what a sentence is	I	D	D	D
• Use a space between words and a period at the end of a sentence	I	D	P	
• Begin to review edit work				I
• Differentiate statements and questions				I
<b>Language</b>				
• Gain familiarity with picture dictionaries while learning the rules of alphabetizing				
• Gain familiarity with antonyms, synonyms and homonyms and				I

increase vocabulary by making selections from these categories of words				
• Begin to learn the rules of written and spoken Standard English	I	D	D	D
• Begin to identify sentences elements subjects, verbs and objects				I
<b>Oral language</b>				
• Focus attention to process receptive language and reflect on ideas	I	D	D	D
• Listen politely while someone else is speaking	I	P		
• Follow oral directions	I	P		
• Volunteer information and ask questions related to topic being discussed	I	D	D	D
• Speak in correct grammatical sentences	P			
• Learn increasingly more vocabulary	I	D	D	D
• Speak comfortably in front of the class using eye contact	I	D	D	D
• Speak loud enough to be heard by everyone present	I	D	D	D
• Participate in choral speaking	I	D	D	D
<b>Research and Inquiry</b>				
• Ask questions to collect information	I	D	D	D
• Use picture dictionaries				
• Discern fiction, nonfiction, and reference materials	I	D	D	D
• Use multiple resources to seek information about a topic				
• Presents information in own words	I	D	D	D
• Demonstrate respect for materials in the library	P			
<b>Media and Technology</b>				
• Use interactive computer stories				
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I-Introduce      D-Develop      P-Proficient