

<p>4. ▲ demonstrates <i>phonemic awareness</i> skills by hearing and orally manipulating sounds (e.g., ▲<i>phoneme isolation</i>, ▲<i>identification</i>, ▲<i>categorization</i>, <i>blending</i>, <i>segmentation</i>, <i>deletion</i>, <i>addition</i>, <i>substitution</i>). (Phonemic Awareness)</p> <p>5. identifies and makes oral <i>rhymes</i> and begins to hear <i>onsets</i> and <i>rimes</i> (e.g., <i>alliteration</i>, <i>intonation</i>). (Phonological Awareness)</p> <p>6. ▲ demonstrates an understanding of <i>graphemes</i> and <i>phonemes</i> (i.e., sound-symbol relationships) in written and spoken language. (Phonics)</p>	<p>(b) uses pocket charts with sentences that show amount of space between each word.</p> <p>4. (a) provides students with letter tiles, magnetic letters, or markers and white boards. The teacher begins with auditory practice in demonstrating which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. After the demonstration, the students use manipulatives to construct words.</p> <p>(b) provides students with letter tiles or letter cards, then,</p> <ul style="list-style-type: none"> • demonstrates segmenting words into sounds (e.g., What sounds do you hear in the word "dog") • demonstrates sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: /m/, /a/, /t/?) • demonstrates detecting and manipulating sounds within words (e.g., Is there a /g/ in the word "bug"?) • demonstrates sequences of sounds in words (e.g., How many sounds do you hear in the word "fun"? - /f/, /u/, /n/) • demonstrates isolated beginning, medial, and ending sounds (e.g., "What are the first sound, middle, and ending sounds in "dog"?) <p>(c) supplies an appropriate rhyming word to complete a familiar nursery rhyme or predictable text with rhyming lines.</p> <p>5. (a) reads nursery rhymes and riddles to the students to express phonological awareness.</p> <p>(b) uses songs such as "Apples and Bananas" and "Down By the Bay" to encourage student learning.</p> <p>(c) uses posters, big books, or overhead transparencies to present and practice and to locate rhymes.</p> <p>6. (a) tosses an alphabet ball (a blown-up beach ball with alphabet letters on it). Whatever letter the teacher's thumb is on, the student identifies that letter and the letter's sound.</p>
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(b) demonstrates that some words have more than one *phoneme* (e.g., The word "step" has four *phonemes* /s/, /t/, /e/, /p/) with *Elkonin boxes*.

(c) demonstrates that *graphemes*/chunks may include one or several letters (e.g., b, d, g, or ch, sh, th).
(This is a year long activity.)

(d) has the students manipulate letter tiles to match spoken letter sounds. The teacher then shows the students the connections between the letter tiles or letter cards with written word on the board or overhead.

(e) helps students understand why they are learning the relationships between letters and sounds.
(This is a year long activity.)

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 1: Reading

KINDERGARTEN

Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. demonstrates an understanding of <i>concepts of print</i> (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track print. 2. locates periods, question marks, and exclamation points. 3. imitates the rhythm of speech in <i>emergent oral reading</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) provides multiple opportunities for book-handling and/or modeling concepts of print, <i>one-to-one match</i>, and return sweep. (b) demonstrates and explains the concepts of print to the students when reading aloud/shared reading/instructional groups. (c) provides the opportunity for students to make their own books, for example, a short repetitive story with one word per page, eventually creating longer stories. (d) works with sign language interpreter to demonstrate the inflectional patterns of sign language. 2. (a) models oral reading using voice inflection to accentuate the punctuation and asks the students which form of punctuation is being represented or expressed. (b) works with sign language interpreter to demonstrate the rhythm of sign language. 3. (a) reads aloud and creates shared reading and cross-age reading opportunities. (b) reads aloud a book that has been selected by a student. (c) models echo reading. The teacher reads a picture book story to the students. The second time the teacher reads the story, the teacher reads a sentence and has the students echo the teachers' modeling by reading the same sentence using the same intonation and phrasing as the teacher. (d) uses <i>Paired Reading</i> to provide practice in oral reading. This can

be a reading pair between a student with an adult or a student with another student. One person in the pair must be able to model good reading fluency.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

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<p>Teacher Notes:</p>	

Standard 1: Reading

KINDERGARTEN

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of text (*narrative, expository, technical, and persuasive*).

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. participates in discussions about <i>narrative</i> and <i>expository</i> texts read to them. 2. identifies and discusses title, author, illustrator, and illustrations. 3. uses pictures, content, and prior knowledge to make predictions. 4. responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to the text. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) models how students can respond through talk, movement, music, art, and drama to a variety of stories and poems in ways that reflect understanding and interpretation. (b) sends notes home in the parents' home language encouraging volunteers to read to the students in the classroom. Teacher needs to provide books in different languages available for volunteers to read. 2. (a) models the location of the title, illustrator, and author. 3. (a) has the students make text-to-self connections. (b) asks students to look at picture and tell what they predict will happen next. (c) provides a <i>graphic organizer</i>, for example, a KWL Chart. 4. (a) provides the opportunity and time for students to ask and answer questions about the text. Teacher models adequate questions relating to the text. (b) provides opportunity and time for students to answer questions about the text. (c) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.

<p>5. uses picture clues, text, and prior knowledge to make inferences and draw conclusions.</p> <p>6. develops awareness of text structure (e.g., <i>sequence</i>, problem-solution).</p> <p>7. sequences 2-3 events in order.</p> <p>8. compares and contrasts information in illustrations, prior knowledge, and texts read aloud.</p> <p>9. <i>retells</i> or role plays important events and information from the text.</p>	<p>5. (a) gives <i>main idea</i> (broad view) of story.</p> <p>(c) gives the students pictures from magazines, old texts, etc. and asks students to make up a story about what is happening in the pictures.</p> <p>(d) uses a picture walk to make inferences and draw conclusions.</p> <p>6. (a) uses pictures or cards to allow the students to demonstrate their understanding of the sequence of events in a story.</p> <p>(b) uses words, such as "before", "after", and "next" to sequence events.</p> <p>7. (a) structures art activities to retell the sequence of events in a story.</p> <p>8. (a) discusses with the students how the characters in a story are the same or different.</p> <p>9. (a) uses puppets to retell story.</p> <p>(b) models retelling with the students by drawing pictures of the organized ideas from a story, thus, to promote students to create an imaged gestalt (visualization).</p> <p>(c) organizes small groups of students to create a play that retells the story.</p> <p>(c) uses elements of story grammar as a structure for recalling and retelling the story.</p> <p>(d) structures an art activity to illustrate <i>characters, setting problems, and sequences of events in a story</i>.</p> <p>(e) organizes small groups of students to create a play and retells the story.</p> <p>(f) allows students to use puppets, props, or other methods to retell a story.</p>
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10. explains the *topic* of a selection that has been read aloud (e.g., What is the book about?).

10. (a) models to students how to determine the topic of a selection.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

Standard 2: Literature

KINDERGARTEN

Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies and discusses <i>character(s)</i> in literature. 2. identifies and talks about events in the story and why they are important. 3. identifies and discusses problem and solution. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) supports student understanding by facilitating student think-aloud activities. (b) uses a <i>graphic organizer</i> to compare and contrast <i>characters</i>. 2. (a) has students discuss then draw the <i>setting</i>. (b) uses a <i>graphic organizer</i> to discuss the story <i>setting</i>. 3. (a) allows for class discussion regarding problem and solution. (b) uses a <i>graphic organizer</i> to show the problems and possible solutions and discusses the pros and cons of the solution, when appropriate. (c) provides experience with different genre with read alouds. (d) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

KINDERGARTEN

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Kindergarten Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. recognizes and discusses cultural elements in books read aloud.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) enlists the assistance of the school librarian in locating "read-aloud materials" from a variety of cultures. (b) prepares pictures of celebrations or events from other cultures than that of the culture from the book being read. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	