

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Reading/Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Participates in shared reading activities using predictable language text and big books 2. Begins to read simple words, labels, experience charts, nursery rhymes, poetry, predictable books, and other stories written by self and others (L.A.A.1.1.2) 3. Explores reading in flexible groups under the guidance of the teacher 4. Looks at or reads books for a sustained period daily 5. Listens to a daily reading from a wide variety of genres, e.g., picture and alphabet books, cumulative and other predictable charts and books, games, songs, nursery rhymes, simple poems, animal tales, stories about safety, finger plays, classic tales, puppet plays (L.A.D.2.1.3) 6. Begins to explore favorite authors and illustrators, including those whose work reflects cultural variations which focus on holidays, music, art, clothing, customs, values, and language 7. Uses literature as a means of providing new experiences and gaining new insights 8. Relates reading to own experiences; makes predictions by relating new information to prior knowledge, by previewing pictures and titles, and by using predictable text sequences (L.A.A.1.1.1)(L.A.E.2.1.1) 	<p>A. After hearing a selection appropriate for story mapping, the student will demonstrate comprehension by retelling the story orally:</p> <ol style="list-style-type: none"> a. including main character(s) and setting b. relating events in sequence (L.A.A.1.14)(L.A.E.1.1.2) 	<p>After successfully completing this course, the student should be able to recall story elements (setting, characters, events) by:</p> <p>Advanced: (1) retelling the story orally and through illustrations; and (2) using first, next, last to indicate sequence of story events.</p> <p>Intermediate: (1) retelling the story orally; and (2) using first, next, last to indicate sequence of story events.</p> <p>Novice: (1) retell the story through illustrations; and (2) use graphic organizer to sequence story events.</p>

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	<p>9. Uses pictures to gain meaning from text (L.A.A.1.1.1)</p> <p>10. Demonstrates an understanding of concepts about print</p> <ul style="list-style-type: none"> - holds a book right side up and tells a story as though reading - understands that print carries the message - turns pages from front to back of the book - recognizes letters and numerals (upper and lower case, different type faces) - recognizes where print begins on a page - recognizes the difference between letters, numerals, and words - understands directionality - begins to understand the connection between reading and writing - knows how to turn to front, middle, or end of book - recognizes rhymes, rhythms, and patterns in text <p>(L.A.D.2.1.2)(L.A.E.2.1.2)</p> <p>11. Begins to develop reading strategies when being read to:</p> <ul style="list-style-type: none"> - identify and recall story elements of setting, plot, characters, problem and solution/resolution - draw conclusions - context clues - identify main idea and support information <p>(L.A.A.1.1.3)(L.A.A.1.1.2)(L.A.A.2.1.1)(L.A.E.1.1.1)(L.A.E.1.1.2)</p> <p>12. Increase comprehension by rereading, retelling and discussing the story elements of orally presented stories. (L.A.A.1.1.4)(L.A.E.1.1.1) (L.A.E.1.1.2)</p>	<p>B. After hearing two versions of the same story or after listening to a selection read aloud and viewing a film version of the same story, the student will identify similarities and differences:</p> <ul style="list-style-type: none"> a. through illustrations b. by oral retelling <p>(L.A.A.1.1.2)(L.A.E.1.1.1) (L.A.E.1.1.2)</p>	<p>After successfully completing this course, the student should be able to tell the similarities and differences of two versions of the same story through:</p> <p><i>Advanced:</i> (1) independent experience charts; (2) illustrations; and (3) oral retelling.</p> <p><i>Intermediate:</i> (1) cooperative experience charts; (2) illustrations; (3) oral retelling; and (4) role-playing.</p> <p><i>Novice:</i> (1) teacher guided language experience charts; (2) illustrations; (3) oral retelling; (4) role playing; and (5) puppetry.</p>

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	<p>13. Responds to literature through a variety of activities including choral speaking role, playing, plays, art, and music (L.A.A.1.1.4)(L.A.D.2.1.3)</p> <p>14. Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures and in fairy tales and nursery rhymes</p> <p>15. Selects books, magazines, etc. from school, home, or public library to share or listen to (L.A.A.2.1.2)(L.A.C.1.1.2)</p> <p>16. Use reading for information to perform a task and learn a new task (L.A.A.2.1.3)</p>		

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<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Demonstrates visual-motor coordination in non-writing and writing tasks 2. Reads scribble or temporary writing to teacher for conversion to conventional form for occasional publication (e.g., bulletin boards, titles) 3. Copies words from environmental print to use in personal and shared writing 4. Begins to use writing conventions, e.g., top to bottom, left to right, upper and lower case letters 5. Participates in various pre-writing techniques such as observing, listening, tasting, touching, drawing, brainstorming, listing, and webbing to generate ideas for shared writing (L.A.B.1.1.1) 6. Publishes many pieces in their original form in a variety of ways including oral sharing, with help as requested and appropriate (L.A.B.1.1.3) 7. Recognizes and write first and last name from memory 8. Displays a willingness to try new tasks, taking risks with temporary spelling and other writing activities 9. Writes daily for a variety of purposes both self-initiated and teacher directed, including stories, personal anecdotes, cards/letters, labels, titles, lists, captions for pictures (L.A.B.1.1.1) 	<p>A. The student will demonstrate ability to use written expression by:</p> <ol style="list-style-type: none"> a. labeling or writing a title for a picture b. developing a brief piece (written or dictated) to convey a story about a picture (L.A.B.1.1.1) (L.A.B.1.1.2) 	<p>After successfully completing this course, the student should be able to use written expression by:</p> <p><i>Advanced:</i> (1) labeling or writing a title for a picture; and (2) drawing and copying simple sentences from a shared writing experience.</p> <p><i>Intermediate:</i> (1) labeling or writing a title for a picture; and (2) drawing and copying simple sentences from a shared writing experience.</p> <p><i>Novice:</i> (1) matching written words with pictures; and (2) drawing and copying simple sentences from a shared writing experience.</p>

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	<p>10. Writes using pictures, scribble writing, temporary or standard spelling with paint, crayons, pencils, typewriters/computers</p> <p>11. Contributes writing and other work to a portfolio (selections by both teacher and student) (L.A.B.1.1.3)</p>	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio which will include demonstrations of emerging understanding of print as communication through drawings, journals, and other developmental writing. (L.A.B.1.1.1) (L.A.B.1.1.2)</p>	<p>After successfully completing this course, the student should be able to maintain a portfolio which will include::</p> <p><i>Advanced:</i> samples of drawings, illustrated journals, shared writing, lists, labels, cards/letters, captions for pictures.</p> <p><i>Intermediate:</i> samples of drawings, illustrated journals, shared writing, lists, labels, cards/letters, captions for pictures.</p> <p><i>Novice:</i> samples of drawings, illustrated journals, shared writing, lists, and labels.</p>

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<p>III Vocabulary/ Word Study</p>	<ol style="list-style-type: none"> 1. Develops a print-related vocabulary through listening to and viewing a variety of materials daily (L.A.A.1.1.3)(L.A.D.2.1.1) 2. Associates sounds to names of letters of the alphabet (L.A.A.1.1.2) 3. Recognizes and names letters of the alphabet (L.A.A.1.1.2) 4. Demonstrates understanding of positional prepositions and adverbs of location, time, and order (e.g., above, on, first, last) (L.A.D.2.1.1) 5. Classifies objects and pictures 6. Begins to develop phonics through use of temporary spellings in daily writing <ul style="list-style-type: none"> - uses random letters to represent words - uses initial and final consonants to represent word structure - begins to use random vowels to represent sounds - begins to spell a core of personal words (L.A.A.1.1.2) 7. Uses knowledge of appropriate grade-age, and developmental-level vocabulary in reading (L.A.A.1.1.3) 	<p>A. The student will demonstrate understanding of letter-sound correspondence and an expanding vocabulary by compiling, with teacher assistance, an alphabet pictiory including:</p> <ol style="list-style-type: none"> a. letters and representative pictures for all beginning sounds b. student generated words using temporary or conventional spelling (L.A.A.1.1.3)(L.A.A.1.1.2) 	<p>After successfully completing this course, the student should be able to use knowledge of letter sound correspondence by:</p> <p>Advanced: (1) compiling a pictiory independently; (2) matching letters to letter-sound correspondence in the pictiory; and (3) generating words using temporary or conventional spelling.</p> <p>Intermediate: (1) compiling a pictiory in a cooperative group with teacher’s assistance; (2) matching letters to letter-sound correspondence in the pictiory; and (3) generating words using temporary or conventional spelling.</p> <p>Novice: (1) compiling a pictiory in a cooperative group with teacher’s assistance; and (2) matching letters to letter-sound correspondence in the pictiory.</p>

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<p>IV Listening/Speaking/Viewing</p>	<ol style="list-style-type: none"> 1. Listens attentively and interacts appropriately with adults and peers in a variety of situations such as teacher directed lessons, read-alouds, share and tell, and conversation (L.A.C.1.1.1)(L.A.C.1.1.3)(L.A.C.2.1.1)(L.A.C.3.1.2) 2. Speaks with a clear voice and appropriate body language using vocabulary, sentence length, and sentence complexity appropriate for kindergarten level (L.A.C.3.1.1)(L.A.C.3.1.3)(L.A.C.3.1.4) 3. Begins to evaluate oral presentations using teacher/student-developed criteria including engagement of the audience, body language (eye contact, gestures, posture), articulation, and standard conventions of English (L.A.C.2.1.2) 4. Begins to develop an understanding of self and others through listening to, viewing, and discussing a variety of multicultural materials 5. Speaks respectfully to students and adults of all racial/ethnic backgrounds to share information 6. Develops sensitivity to sound discrimination in the environment as well as in words (L.A.D.1.1.1) 7. Differentiates between questions and statements and responds appropriately (L.A.C.3.1.2)(L.A.D.1.1.1) 8. Sequences objects and pictures in various situations, e.g., cooking, stories using flannel boards, art (L.A.A.2.1.3) 	<p>A. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <ol style="list-style-type: none"> a. making oral presentations including show-and-tell, sharing experiences and stories, and recitation of poetry/nursery rhymes b. evaluating presentations by self and peers using teacher/student-developed criteria (L.A.C.3.1.1) 	<p>After successfully completing this course, the student should be able to in a cooperative setting, analyze ideas presented in a film by:</p> <p>Advanced: (1) independently asking questions about topic; (2) sharing favorite part using supporting details; and (3) evaluate self and peers using a teacher/ student developed criteria.</p> <p>Intermediate: (1) asking questions about the topic in a cooperative group; (2) sharing favorite part using supporting details; and (3) evaluate self and peers using a teacher/ student developed criteria.</p> <p>Novice: (1) answering questions about topic using verbal and non-verbal communication; (2) sharing favorite part using basic vocabulary/illustrations/ highlighted words to support statements; and (3) evaluate self and peers using a teacher/ student developed criteria.</p>

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	<p>9. Explores the rhythm, rhyme, and repetition of language in nursery rhymes, songs, poems, and predictable books and responds with appropriate sounds, words, motions, recitation, and/or finger plays (L.A.D.1.1.1)</p> <p>10. Retells a familiar story with beginning, middle, and end (L.A.A.2.1.1)(L.A.C.1.1.4)(L.A.C.1.2.3)</p> <p>11. Begins to recognize the difference between language that is used at home and language that is used at school (L.A.D.1.1.2)</p>		

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<p>V Informational Literacy/Study/ Test- Taking Skills</p>	<ol style="list-style-type: none"> 1. Listens and responds to simple oral directions and messages (L.A.A.2.1.3) 2. Recognizes letters of the alphabet 3. Handles/uses books and multimedia equipment with care 4. Understands that information comes from a variety of sources (L.A.A.2.1.4)(L.A.A.2.1.5)(L.A.D.2.1.4) 5. Begins to ask questions to discover if the information presented in a text is true <ul style="list-style-type: none"> - asks others - checks another source (L.A.A.2.1.4)(L.A.C.1.1.3) 	<p>A. The student will demonstrate an understanding of basic instructions by:</p> <ol style="list-style-type: none"> a. responding to simple oral directions, (e.g., put two red circles in the blue square, make a capital A next to the small a) b. giving simple oral directions to peers (e.g., Simon says) (L.A.A.2.1.3) 	<p>After successfully completing this course, the student should be able to understand basic instruction by:</p> <p>Advanced: (1) responding to simple oral directions; and (2) giving oral directions to peers.</p> <p>Intermediate: (1) responding to simple oral directions; and (2) giving oral directions to peers.</p> <p>Novice: (1) responding to teacher’s commands; and (2) giving simple oral directions to peers.</p>

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VI Culture	<ol style="list-style-type: none"> 1. Identifies holidays, folklore, literature, artifacts, and food that portray American and other cultures 2. Participates in school and community activities through listening and viewing a variety of multicultural presentations. 3. Understands role of community workers within the context of American society. 4. Compares /contrasts the elements of various cultures that focus on holidays, music, literature and customs. 	<p>A. The student will be able to participate in a variety of cultural activities to gain and share information reflecting different cultures.</p>	<p>After selecting an appropriate song, story, poem or folktale, the student should be able to:</p> <p>Advanced: (1) orally discuss the meaning of the selection; (2) share favorite part through illustrations and caption; (3) highlight key terms/ phrases that reveal meaning; and (4) make oral presentation.</p> <p>Intermediate: (1) orally discuss the meaning of the selection in a cooperative group; (2) share favorite part through illustrations and captions, (3) highlight key terms/ phrases that reveal meaning; and (4) make oral presentation.</p> <p>Novice: (1) illustrate the meaning of the selection; and (2) share favorite part of the selection using simple captions</p>