



Standards Overview

Shanghai American School

Language Arts



Pre-K

I. Writing Process

Standard I Writing Process
Use the skills and strategies of the writing process

- 1. Expresses opinions, ideas, and experiences through writing [46]
- 2. Participates in shared writing experiences [33]
- 3. Demonstrates that written words have meaning [30]
- 4. Dictates writing to express ideas [37]
- 5. Uses writing tools and materials [38]

Kindergarten

I. Writing Process

Standard I Writing Process
Use the skills and strategies of the writing process

- 1. Understands that writing is organized around one topic. [1]
- 2. Use pre-writing strategies
- 3. Analyzes ideas, selects topic, and adds detail. [1]
- 4. Produces a draft of words, captions, and/or sentences.
- 5. Revises writing: understands that writing can be changed.
- 6. Edit draft with group. [1]
- 7. Publishes own writing.
- 8. Confers with teacher to set goals (e.g., add color or detail to drawing).

Grade 1

I. Writing Process

Standard I Writing Process
Use the skills and strategies of the writing process

- 1. Understands and begins to be able to write around a single topic. [30]
- 2. Use pre-writing strategies for generating ideas and planning writing, such as graphic organizers, drawing, talking, and reflecting [27]
- 3. Analyzes ideas, select topics, adds detail, and elaborates. [15]
- 4. Produces a draft in sentences using phonetic spelling as a strategy for getting ideas on paper (drafting) [8]
- 5. Revises writing by adding details, by adding words and/or phrases to draft (with guidance) [4]
- 6. Reads and edits own writing and notices mistakes with guidance. [8]
- 7. Publishes own writing to share with audience. [49]
- 8. Identifies general goals for own writing. [11]

Grade 2

I. Writing Process

Standard I Writing Process: Use the skills and strategies of the writing process

- 1. Understands and is able to organize writing around a single topic. [10]
- 2. Develop pre-writing strategies (e.g., story mapping, record reactions and observations, mind mapping or webbing) (Exp. 7) [12]
- 3. Analyzes ideas, selects topic, adds detail, and elaborates. [13]
- 4. Produces a draft of multiple sentences or several paragraphs over time. [3]
- 5. Develop strategies for editing written work (Exp. 10) and revise drafts to improve the coherence and logical progression of ideas. (Beg. 6 and Exp. 5,8,9,10) [6]
- 6. Evaluate own and others' writing with guidance. [7]
- 7. Publishes text to share with an audience (Beg. 9 and Exp. 12) [8]
- 8. Identifies specific goals for next piece of writing. [3]

Grade 3

I. Writing Process

Standard I Writing Process
Use the skills and strategies of the writing process

- 1. Create a single paragraph that has a developed topic sentence which is supported by simple facts and details [36]
- 2. Develop pre-writing strategies (e.g., listing, webbing) [79]
- 3. Analyzes ideas, selects topic, adds detail, and elaborates. [81]
- 4. Produces a draft of multiple paragraphs over time. [35]
- 5. Revise drafts to improve the coherence and logical progression of ideas. [40]
- 6. Use strategies to edit own and others' written work with guidance. [54]
- 7. Publish in a polished format using visual aids and illustrations, applying conventions, and presenting, with guidance. [51]
- 8. Set goals and identify strategies to improve writing (with guidance) [82]
- 9. Write to a specified prompt [1]

III. Grammar and Mechanics

Use stylistic grammatical and mechanical conventions in a variety of written genre

- 1. Attempts to write or label using drawings, letters, letter-like shapes to represent thoughts

II. Style/Rhetorical Technique

Standard II Style/Rhetorical Techniques

Use stylistic and rhetorical techniques in a variety of written

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Standard II Style/Rhetorical Techniques
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II. Style/Rhetorical Technique

Standard II. Style/Rhetorical Techniques: Use stylistic and rhetorical techniques in a variety of written genre

II. Style/Rhetorical Technique

Standard II Style/Rhetorical Techniques
Use stylistic and rhetorical techniques in a variety of written genre

- 1. Produces documents requiring personal information.

- and ideas.
[12]
- 2. Uses known letters and approximations of letters to write own name
[10]
 - 3. Independently writes some lower and/or upper-case letters.
[8]

genre

- 1. Knows important personal information.
 - 2. Use descriptive words to verbalize and write simple ideas.
 - 3. Understands concept of personal voice.
 - 4. Knows that an audience exists outside of self.
 - 5. Demonstrates understanding that writing has different purposes.
 - 6. Understands there is more than one form/genre of writing.
 - 7. Understands sentence fluency.
 - 8 Uses a variety of words.
 - 9 Understands use of end marks in writing.
 - 10 N/A
- 1. Knows important personal information.
[4]
 - 2. Uses descriptive words to verbalize and write ideas.
[15]
 - 3. Understands concept of personal voice.
[4]
 - 4. Knows that an audience exists outside of self. Adapts writing for a variety of audiences.
[22]
 - 5. Demonstrates understanding that writing has different purposes.
[18]
 - 6. Understands there is more than one form/genre of writing and writes in a variety of forms/genres.
[22]
 - 7. Understands sentence fluency
[4]
 - 8. Uses a variety of words.
[22]
 - 9. Write brief narratives (three or more sentences in length) based on their experience:
a) Move through a logical sequence of events on one topic; beginning, middle, and end
b) Describe the setting, characters, and events in detail
[12]
 - 10. Understands criteria are used to select a preferred piece of writing.
[4]
- 1. Knows important personal information.
[2]
 - 2. Use descriptive language (specific verbs, adjectives) in writing to create pictures in readers' minds. (Exp. 6)
[5]
 - 3. Writes with voice. Uses writing as a vehicle for self expression and chooses own writing topics (Beg. 2)
[3]
 - 4. Understands that writing changes for different audiences.
[2]
 - 5. Demonstrates understanding of different purposes for writing.
[4]
 - 6. Write in a variety of genres (Beg. 3 and Exp. 1,2)
[2]
 - 7. Uses more than one sentence type and structure.
[3]
 - 8. Recognize musical elements of literary language (e.g., rhyme, alliteration, onomatopoeia) (with guidance) (Exp. 6)
- 2. Write descriptions that use concrete sensory details in a paragraph (five senses, adjectives) to create clear pictures in the minds of readers.
[5]
 - 3. Writes with voice.
[33]
 - 4. Understands that writing changes for different audiences.
[33]
 - 5. Demonstrates understanding of different purposes for writing.
[28]
 - 6. Write in a variety of genre (fiction, non-fiction, poetry)
[26]
 - 7. Uses more than one sentence type and structure.
[19]
 - 8. Use musical elements of literary language (e.g., rhyme alliteration onomatopoeia)
[14]

IV. Research

Standard IV Research - Use the skills and strategies of the research process: Gather, Analyze and Interpret and Respond

- 1. Begins to differentiate between non-fiction and fiction
[3]
- 2. Begins to identify relevant information
[3]
- 3. Begins to apply information
[4]

III. Grammar and Mechanics

Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre

- 1. Write, moving from left-to-right, and top to bottom
- 2. Recognize and write upper and lower-case letters independently
- 3. Form letters correctly
- 4. Spells some high-frequency

III. Grammar and Mechanics

Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre

- 1. Understands and applies spacing and directionality; writes legibly
[23]
- 2. Use upper and lower case letters appropriately with no intermixing.
[12]

III. Grammar and Mechanics

Standard III: Grammar and Mechanics: Use grammatical and mechanical conventions in a variety of written genre

- 1. Write legibly adhering to margins and correct spacing between letters in a word and words in a sentence. (Beg. 7,8 and Exp. 13)
[7]
- 2. Independently

III. Grammar and Mechanics

Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre

- 1. Write legibly adhering to margins and correct spacing between letters in a word and words in a sentence.
[19]
- 2. N/A
- 3. Begin to write using cursive style
- 4. Spells third-grade high-frequency words correctly.
[24]
- 5. Spell correctly one-syllable words that have blends,

- words

 - 5. Spell independently using early-phonetic knowledge
 - 6 Alphabet [1]
 - 7. N/A
 - 8. Applies capitalization rules.
 - 9. Understands use of end marks in writing.
 - 10. N/A
 - 11. Begins to write simple sentences.
 - 12. Uses resources in classroom to assist with writing.
- 3. Handwriting benchmark
 - 4. Spells first-grade high-frequency words correctly. [12]
 - 5. Spells phonetically using some conventional spelling. [27]
 - 6. Need appropriate alphabetizing benchmark here to align with K and 2
 - 7. Recognizes basic parts of speech with teacher guidance.
 - 8. Applies capitalization rules. [18]
 - 9. Applies punctuation rules. [11]
 - 10. Applies usage rules. [7]
 - 11. Writes complete simple sentences. [22]
 - 12. Uses classroom resources for writing. [4]
- use upper and lower case letters appropriately with no intermixing. [7]

 - Handwriting benchmark
 - 3. Spell frequently used, irregular words correctly. (Beg. 11 Exp. 14) [7]
 - 4. Spells second-grade high-frequency words correctly. [7]
 - 5. Accurately spell words with grade level spelling conventions (see LETRS scope and sequence), and spell challenging words phonetically. (Exp. 14) [9]
 - 6. Arrange words in alphabetical order [12]
 - 7. Identify and correctly use various parts of speech (nouns, verbs, and adjectives) ** removed adverbs from parts of speech list
 - 8. Applies capitalization rules. (Beg. 12 and Exp. 11) [6]
 - 9. Applies punctuation rules. [9]
 - 10. Applies usage rules. [3]
 - 11. Writes complete sentences in writing. [3]
 - 12. Use reference materials to aid writing with guidance (e.g., dictionary, personal spelling list, word wall). [3]
- contractions, compounds and patterns (e.g., consonant doubling, change y to i) and have common homophones (e.g., hair-hare) as per LETRS scope and sequence. [38]

 - 6. N/A
 - 7. Identify and correctly use various parts of speech. [5]
 - 8. Applies capitalization rules. [24]
 - 9. Applies punctuation rules. [24]
 - 10 Applies usage rules. [19]
 - 11 Uses a variety of sentences. [24]
 - 12 Use reference materials to aid writing (dictionary, thesaurus, word wall) [14]

V. Reading Process

Standard V Reading Process: Use the skills and strategies of the reading process across a variety of genre

Concepts of Print

Phonemic Awareness

Decoding and Word Recognition

Vocabulary Development

- 1. Demonstrate an understanding of concepts of print.
- a) Identifies front/back

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Identify factual information with guidance
- 2. Make links with own knowledge and information from non-fiction

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Select appropriate material to gather factual information [25]
- 2. Understand how to read for

IV. Research

Standard IV: Research: -Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Generate questions about topics of personal interest
- 2. Use a variety of sources to gather information (e.g.,

IV. Research

-Standard IV Research -Use the skills and strategies of the research process -Gather -Analyze and interpret -Respond

- 1. Use text media and electronic media to gather information (with guidance) [3]
- 2. Organize ideas chronologically or around major points of information (with guidance)
- 3. Present information in

- cover of book
 - b) Holds book conventionally and turns pages appropriately
 - c) Begins to recognize symbols and print in the environment
 - d) Begins to understand that print contains meaning.
 - e) Begins to identify letters and words
 - f) Pretends to read familiar books
[8]
 - 2. Demonstrate phonemic awareness.
 - a) Begins to identify rhymes by playing with words and rhymes, participating in games, and repeating rhyming songs, poems, and pattern books
 - b) Begins to identify sound-to-letter matches
[5]
 - 3. Retells a story
[2]
 - 4. Identifies some upper and lower case letters
[10]
 - 5. Begins to demonstrate word recognition
[8]
 - 6. Demonstrates use of expanded vocabulary
[9]
- text with guidance
 - 3. Reports information.
- information.
 - 3. Sort and classify information into two or more categories. Understand concept of categories.
[11]
- informational books, charts, own observations)
 - 3. Present information in written and oral format (Exp. 2)
- written, oral and electronic format.
 - 4. Clarify and enhance oral and written presentations through the use of appropriate props (e.g., objects, pictures, charts)
[3]
 - 5. Distinguish between opinion and verifiable facts
[3]

VI. Interpret Literature

Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Chooses books for own interest
[2]
- 2. Retells familiar stories
[3]
- 3. Predicts events in the story based on the title and pictures
[2]
- 4. Listens and responds to literature
[3]

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Understand concepts of print
[8]
- 2. Demonstrate phonemic awareness
[3]
- 3. Demonstrate decoding and word recognition
[1]
- 4. Recognize and name with fluency all uppercase letters of the alphabet
- 5. N/A
- 6. Read Kindergarten high frequency word list (i.e. sight words)
[1]
- 7. Apply vocabulary strategies in grade-level text.
- 8. Understand and apply new vocabulary.
[1]
- 9. Understand how

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Demonstrate an understanding of concepts of print:
[31]
- 2. Demonstrate phonemic awareness
[65]
- 3. Demonstrate decoding and word recognition
[87]
- 4. Apply fluency to enhance comprehension.
[17]
- 5. Use self-correction strategies
[30]
- 6. Recall level appropriate sight words and high frequency words
[30]
- 7. Apply vocabulary strategies in grade-level text.
[28]
- 8. Understand and apply new

V. Reading Process

Standard V: Reading Process -Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Understand concepts of print
[19]
- 2. Demonstrate phonemic awareness
[32]
- 3. Apply understanding of phonics.
[6]
- 4. Read aloud with fluency and accuracy. Reads with expression using appropriate pacing, intonation and attends to punctuation.
[16]
- 5. Use self-correction strategies
[6]
- 6. Recall level appropriate sight words and high frequency words
[26]
- 7. Increase vocabulary by

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. NA
- 2. NA
- 3. Know and use complex word families when reading to decode unfamiliar words and multi-syllabic words
[36]
- 4. Accurately read aloud narrative and expository text with fluency.
[26]
- 5. Use self-correction strategies and apply different reading rates to match text.
[33]
- 6. Recall level appropriate sight words and high frequency words
[33]
- 7. Increase vocabulary by applying vocabulary strategies in grade
[72]
- 8. Understand and apply content/academic vocabulary.
[16]
- 9. Use word reference materials (e.g., dictionary, thesaurus) to learn the meaning and other features of unknown words
[48]
- 10 Evaluate authors and books to select favorites.
[35]

- 9. Understand how to use resources to learn new word meanings. [1]
 - 10. Understand how readers choose books.
 - 11. N/A
 - 12. N/A
- 9. Understand how to use resources to learn new word meanings. [14]
 - 10. Understand how readers choose books. [28]
 - 11. Understand how to set reading goals. [28]
 - 12. Understand how to monitor the reading process. [42]
- apply new content/academic vocabulary
 - 9. Understand how to use resources to learn new word meanings. [27]
 - 8. Understand and apply content/academic vocabulary. [11]
 - 9. Use word reference materials to learn the meaning and other features of unknown words (with guidance) [20]
 - 10. Understand that readers have favorite books. [39]
 - 11 Understand how to set a grade-level appropriate reading goals. [11]
 - 12 Understand how to monitor own reading progress. [24]
- 11 Set goals and identify strategies to improve reading with guidance. [26]
 - 12 Apply strategies to monitor reading progress. [19]

VII. Listening and Speaking Skills
Use listening and speaking skills and strategies for a variety of purposes

- 1. Listens when being spoken to, individually or in a group [16]
- 2. Carries out one and two-step directives [16]
- 3. Begins to stay focused on topic when speaking [13]
- 4. Relates an important life event or personal experience [10]
- 5. Expresses ideas and opinions [12]
- 6. Begins to speak appropriately in context [12]
- 7. Asks simple questions [9]
- 8. Participates in whole and/or small group discussions [13]
- 9. Uses oral language to dictate, describe experiences, and express needs [11]

VI. Interpret Literature
Standard VI Interpret Language Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Understand features of printed text and electronic sources.
- 2. Make predictions about events in the story and revise predictions (with guidance)
- 3. Understand traditional and contemporary literature written in a variety of genres.
- 4. Apply comprehension monitoring strategies before, during, and after reading with guidance to further understanding of the text.
- 5. Understand story elements.
- 6. Retell familiar stories (with guidance)
- 7. N/A

VI. Interpret Literature
Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Understand and apply features of printed text and electronic sources to locate and understand information.
- 2. Begin to make appropriate predictions and inferences. [14]
- 3. Understand traditional and contemporary literature written in a variety of genres.
- 4. Apply comprehension monitoring strategies before, during, and after reading with guidance to further understanding of the text.
- 5. Identify and describe the story elements [14]
- 6. Retell stories with correct sequence of events. [14]

VI. Interpret Literature
Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Understand and apply features of printed and electronic text to locate and comprehend text. [10]
- 2. Apply predict and infer comprehension monitoring strategies. [7]
- 3. Understand traditional and contemporary literature written in a variety of genres.
- 4. Apply comprehension monitoring strategies before, during, and after reading to further understanding of the text. [4]
- 5. Understand story elements. [23]
- 6. Retell major points in texts in own words. [29]
- 7. Understand literary/narrative

VI. Interpret Literature
Standard VI Interpret Literature Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Apply knowledge of printed and electronic text features to locate and comprehend text. [34]
- 2. Apply predict and infer comprehension monitoring strategies before, during, and after reading, for fiction and non-fiction text. [54]
- 3. Understand contemporary and traditional literature written in a variety of genres [32]
- 4. Apply comprehension monitoring strategies before, during, and after reading. [54]
- 5. Understand story elements. [35]
- 6. Retell theme, main ideas, and supporting details in a variety of genres. [44]
- 7. Understand literary/narrative devices. [35]
-
-
-
-
-
-

devices.

VIII. Viewing and Media

Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Is aware of the use of some basic media types (i.e. CD ROMs, books, internet, etc.) [1]
- 2. Uses appropriate vocabulary to identify a variety of media (i.e. CD ROMs, books, internet, etc.) [1]
- 3. Understands the main idea or message in visual media (pictures, cartoons, newspapers, photographs) [2]

VII. Listening and Speaking Skills

Standard VII Listening and Speaking Skills Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Use appropriate vocabulary to express feelings
- 2. Ask and respond to questions that seek information [2]
- 3. Express opinions (I like... I don't like). [1]
- 4. Listen attentively to the ideas and opinions of others (with guidance)
- 5. Actively participate in conversations in small and whole group situations
- 6. Follow simple two step directions or instructions
- 7. Present a simple oral response [3]
- 8. Describe orally a personal experience
- 9. Speak in simple coherent sentences [2]
- 10. Use singular possessive pronouns (with guidance)
- 11. Use simple present and past tense in speaking (with guidance) [2]
- 12. Recite simple poems, rhymes, songs and stories
- 13. Describe objects and events using general and specific language [2]
- 14. Applies skills for delivery of effective oral communication and presentations. [2]
- 15. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, perform tasks and

VII. Listening and Speaking Skills

Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes

- 1. Listens attentively. Understands how to adapt attentive behavior to accommodate the listening situation.
- 2. Applies listening and observation skills to recall and interpret information.
- 3. Understands how to infer and make personal connections to auditory and visual information.
- 4. Understands that language is adjusted to the needs of the audience, situation, and setting.
- 5. Understands how to show respect for others' input.
- 6. Understands how to contribute responsibly in a one-to-one conversation or group setting.
- 7. Understands how to plan and organize effective oral communication and presentation.
- 8. Begins to apply skills for delivery of effective oral communication and presentations. [14]

VII. Listening and Speaking Skills

Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes

- 1. Applies a variety of listening strategies to accommodate the listening situation. [3]
- 2. Applies a variety of listening and observation skills/strategies to recall and interpret information.
- 3. Applies strategies to comprehend auditory and visual information.
- 4. Analyzes the situation to adjust language.
- 5. Understands how to show respect for others' input.
- 6. Understands how to contribute responsibly in a one-to-one conversation or group setting.
- 7. Understands how to plan and organize effective oral communication and presentation. [7]
- 8. Practice different voice levels, phrasing and intonation for different situations (e.g., small group settings, informal discussions, reports to the class) [7]
- 9. Understands how to use simple criteria to assess one's own communication. [7]

VII. Listening and Speaking Skills

Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes

- 1. Applies a variety of listening strategies to accommodate the listening situation. [44]
- 2. Applies a variety of listening and observation skills/strategies to recall and interpret information. [50]
- 3. Applies strategies to comprehend auditory and visual information. [52]
- 4. Analyzes the needs of the audience and situation to adjust language. [19]
- 5. Understands how to show respect for others' input. [56]
- 6. Participate in class discussions (e.g., share ideas and personal experiences and knowledge about a topic). Applies skills to contribute responsibly in a one-to-one conversation or group setting. [63]
- 7. Understands how to plan and organize effective oral communication and presentation. Uses different voice levels, phrasing and intonation for different situations (e.g., small group settings, informal discussions, presentations to the class) [33]
- 8. Presents questions, experiences, stories, poems or plays with clear diction, rhythm, pitch, tempo and tone. (Applies skills for delivery of effective oral communication and presentations.) [45]

- communicate.
 - 16
 - 17. Understand and apply new vocabulary.
- [3]

II. Grammar & Mechanics

Standard II
Grammar and Mechanics: Use stylistic grammatical and mechanical conventions in a variety of written genre

- 1. Attempts to write or label using drawings, letters, letter-like shapes to represent thoughts and ideas.
[15]
- 2. Uses known letters and approximations of letters to write own name.
[7]
- 3. Independently writes some lower and/or upper-case letters.
[10]

VIII. Viewing and Media

Standard VIII Viewing and Media
Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Awareness of some basic media types (e.g., videos, books, poems, posters, letters, radio, TV, internet)
- 2. Use appropriate vocabulary to identify a variety of media
- 3. Recognize the feelings associated with different facial expressions in a variety of media

VIII. Viewing and Media

Standard VIII Viewing and Media
Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Identify various types of mass media
- 2. Identify the main idea of presented visual media
- 3. Understands how to infer and make personal connections to auditory and visual information.
- 4. Understands how to use media and resources in oral presentations.

VIII. Viewing and Media

Standard VIII Viewing and Media
Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Identify idea or message in visual media (e.g., weather reports, media photographs, videos)
- 2. Participate in a range of guided and independent viewing experiences (e.g., film, artwork, illustrations)
[14]
- 3. Use visual cues to predict and confirm meaning in a variety of media
- 4. Compare various types of media
- 5. Applies strategies to comprehend auditory and visual information.
- 6. Understands that mass media contains fact, fiction, and opinion.

VIII. Viewing and Media

Standard VIII Viewing and Media
Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Participate in a range of guided and independent viewing experiences (e.g., film, artwork, illustrations)
[14]
- 2. Use visual cues to predict and confirm meaning
[7]
- 3. Identify key ideas, detail and point of view in visual texts
[7]
- 4. Compare various types of media

III. Research

Standard III
Research: Use the skills and strategies of the research process, gather, analyze, interpret and respond

- 1. Begins to differentiate between non-fiction and fiction
[9]
- 2. Begins to identify relevant information
[3]
- 3. Begins to apply information
[2]

IV: Reading Process

Standard IV
Reading Process: Use the skills and strategies of the reading process across a variety of genre, concepts of print, phonemic awareness, decoding and word recognition and vocabulary development

- 1. Demonstrate an understanding of

concepts of print.

[7]

- a) Identifies front/back cover of book
[1]
- b) Holds book conventionally and turns pages appropriately
[1]
- c) Begins to recognize symbols and print in the environment
[2]
- d) Begins to understand that print contains meaning
[2]
- e) Begins to identify letters and words
[1]
- f) Pretends to read familiar books
[1]
- 2. Demonstrate phonemic awareness.
[4]
- a) Begins to identify rhymes by playing with words and rhymes, participating in games, and repeating rhyming songs, poems, and pattern books
- b) Begins to identify sound-to-letter matches
[1]
- 3. Retells a story
[2]
- 4. Identifies some upper and lower case letters
[6]
- 5. Begins to demonstrate word recognition
[2]
- 6. Demonstrates use of expanded vocabulary
[10]

V. Interpret Literature

Standard V

Interpret Literature: Use reading skills and strategies to comprehend and interpret a variety of genre

- 1. Chooses books for own interest
- 2. Retells familiar stories
 - Uses pictures to retell stories
 - Retells stories through drawings, oral language, other representations
 [4]
- 3. Predicts events in the story based on the title and pictures
- 4. Listens and responds to literature • Adds appropriate sound effects and/or words at appropriate times
 - Participates in discussions about key elements of story, i.e. characters, setting.
 - Begins to act out poems and stories that are read orally.

VI: Listening & Speaking Skills

Standard VI

Listening and Speaking Skills:
Use listening and speaking skills and strategies for a variety of purposes

- 1. Listens when being spoken to, individually or in a group
 [24]
- 2. Carries out one and two-step directives
 [22]
- 3. Begins to stay focused on topic when speaking
 [24]
- 4. Relates an important life event or personal experience • Written work
 [17]
- 5. Expresses ideas and opinions
 [23]
- 6. Begins to speak appropriately in context • Speaks clearly and audibly
 - Varies voice inflection to fit role
 - Makes eye contact with the speaker/listener (if culturally appropriate)
 [24]
- 7. Asks simple questions
 [16]
- 8. Participates in whole and/or small group discussions
 [20]
- 9. Uses oral language to dictate, describe experiences, and express needs
 [19]

VII: Viewing & Media

Standard VII

Viewing and Media: Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Is aware of the use of some basic media types (i.e. CD ROMs, books, internet, etc.)
 [1]
- 2. Uses appropriate vocabulary to identify a variety of media (i.e. CD ROMs, books, internet, etc.)
 [1]
- 3. Understands the main idea or message in visual media (pictures, cartoons, newspapers, photographs)
 [4]