

***Writing***

| Standard  | Quarter |     |     |
|---|---------|-----|-----|
|   | 1st     | 2nd | 3rd |
| <b><i>Writing strategies and penmanship</i></b>   |         |     |     |
| 1. Write upper lower case letters independently, using the correct formation.                                 |         |     |     |
| 2. Children should be able to write their own name.   |         |     |     |
| 3. Use one-syllable phonic words and high frequency words in their writing (e.g. cat, leg, top, etc)          |         |     |     |
| 4. Start to write simple sentences, using correct spacing between words.                                      |         |     |     |
| <b><i>Phonics and Spelling</i></b>  |         |     |     |
| 1. Recognize initial, middle and final letter sounds, in 3 letter phonic words, (e.g cat, mat, log, pig, sun) |         |     |     |
| 2. Identify and spell some simple high frequency words (the, in, on).   |         |     |     |
| 3. Explore and experiment with sounds, to make new words.   |         |     |     |

***Listening and speaking***

| Standard   | Quarter |     |     |
|--|---------|-----|-----|
|  | 1st     | 2nd | 3rd |
| <b><i>Listening and speaking strategies</i></b>  |         |     |     |
| 1. Ask and answer questions in English, using increasing fluency.                                  |         |     |     |
| 2. Repeat words using the correct pronunciation.   |         |     |     |
| 3. Continue to increase vocabulary and use of English on a daily basis.                            |         |     |     |
| 4. Follow directions given by an adult.  |         |     |     |
| 5. Participate in group discussions.   |         |     |     |
| 6. Recite short poems, rhymes and songs.   |         |     |     |
| 7. Use words to describe people, places and things (e.g. size, color, shape) location and actions. |         |     |     |
|  |         |     |     |

***Reading***

| Standard  | Quarter |     |     |
|---|---------|-----|-----|
|   | 1st     | 2nd | 3rd |
| <b><i>Concepts about print</i></b>  |         |     |     |
| 1. Identify the front cover, back and title page of a book.                                   |         |     |     |
| 2. Understand that in English we read from left to right, top to bottom.                      |         |     |     |
| 3. Distinguish letters from words, recognize and name capital letters and lower case letters. |         |     |     |
| 4. Recognize that sentences are made up of separate words.                                    |         |     |     |
| <b><i>Phonemic Awareness</i></b>  |         |     |     |
| 1. Blend vowel-consonant sounds orally to make CVC words, (big, dog, cat, man)                |         |     |     |
| 2. Identify rhyming words, such as (cat, hat, mat).   |         |     |     |
| 3. Sound out new words, using individual letter sounds.                                       |         |     |     |
| <b><i>Decoding and Word Recognition</i></b>   |         |     |     |
| 1. Match all consonant and short-vowel sounds to appropriate letters.                         |         |     |     |
| 2. Recognize simple one-syllable and high-frequency words (i.e. sight words)                  |         |     |     |
| 3. Understand that as letters of words change, to form different sounds.                      |         |     |     |
| <b><i>Vocabulary and Concept development</i></b>  |         |     |     |
| 1. Identify and sort common words in basic categories (e.g. colors, shapes, foods)            |         |     |     |
| 2. Describe common objects and events in both general and specific language.                  |         |     |     |
| 3. Reading Comprehension  |         |     |     |
| a. Identify basic facts and ideas they have read, heard or viewed.                            |         |     |     |
| b. Use pictures and context to make predictions about story and content.                      |         |     |     |
| c. Connect life experiences, information in texts, events, etc.                               |         |     |     |
| d. Begin to retell familiar stories (act out 3 pigs, 3 bear stories).                         |         |     |     |
| e. Ask and answer questions about essential elements of a text.                               |         |     |     |
| 4. Identify different types of text, storybooks, poems, newspapers, sight labels)             |         |     |     |
| 5. Identify characters, settings and important events.  |         |     |     |