

VALLEY STREAM DISTRICT 13



Taking the Standards Home

An English Language Arts
Enrichment Guide for Parents and Care Givers

Grades Pre K-1

HOW TO USE THIS GUIDE

This guide is based on the District 13 Draft English Language Arts Curriculum that was developed during the summer of 1999. The curriculum and this guide are based on and drawn from the New York State Standards and the *Teacher Resource Guide*.

Reading, writing, speaking and listening appear on separate pages. The first column on the left hand page in each area contains the Standards. These remain the same for all students, in all grades, Pre-K through 12.

Continuing across, each column is written to reflect a continuum of learning, from basic to mastery. The column labeled Resources contains the suggested references and materials that students can begin with and progress to.

The next column, Performance Indicators, lists descriptors of what students should know and be able to do—what competency in the standard “looks like.” These Performance Indicators are based on the student’s grade and developmental level, and change from Pre-K to grade 12.

The extreme right hand column is a list of suggested activities created by district faculty. They are arranged by degree of difficulty and represent a range of activities that parents and care givers can engage in with children to enrich learning in English Language Arts.

The last pages of each guide include lists of reading material and software that are appropriate for students at that grade level. Thanks to Carol Anne Weik for providing this information.

Content based on:
The New York State Standards for English Language Arts
The New York State Teacher Resource Guides for English Language Arts
District 13 Faculty Grade Level Meetings

Concept and design:
Jessica Bayer

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READING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will read a minimum of 25 books.

WHAT STUDENTS READ FOR INFORMATION AND UNDERSTANDING

Read from informational texts, such as:

- picture books, dictionaries, and encyclopedia
- classroom displays, charts, posters, and picture maps
- signs and labels
- how-to books
- alphabet books
- electronic books

WHAT STUDENTS READ FOR LITERARY RESPONSE AND EXPRESSION

Read books with limited text, repetitive language, and simple texts, such as:

- picture and concept books
- poems and rhymes
- dictated stories
- beginning books
- electronic books

WHAT STUDENTS READ FOR CRITICAL ANALYSIS AND EVALUATION
Read a variety of material with limited text, repetitive language, simple illustrations on a daily basis, including:

- picture and concept books
- poems and rhymes
- simple articles
- posters
- electronic resources
- advertisements, such as simple slogans or jingles
- dictated stories

WHAT STUDENTS READ FOR SOCIAL INTERACTION

Read a variety of material with limited texts, repetitive language, and simple illustrations on a daily basis, such as:

- text and pictures
- morning messages
- daily routine charts
- experience charts
- notes, cards, and letters

PRE-K through GRADE 1

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Pre K-1 students are *developing* as they learn to read include to:

- Distinguish between print and pictures.
- Recognize the difference between letters and words.
- Follow left to right and top to bottom direction when reading.
- Locate parts of a book.
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter.
- Distinguish the difference between vowels and consonants.
- Use beginning and ending consonants as well as vowel sounds to identify words.
- Recognize the different sounds that make up a word.
- Point to words in a text or on a chart when they read aloud, matching spoken word to print.
- Recognize the singular and plural of frequently used words.
- Recognize own name and the names of friends and family in print.
- Recognize letter/sound correspondence (phonetic awareness).
- Recognize that words consist of a combination of sounds (phonemic awareness).
- Identify rhyming words.
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning.
- Read aloud with expression and fluency.
- Use computer software to support early reading development.

SUGGESTIONS FOR FAMILIES TO FACILITATE READING ACROSS THE STANDARDS PRE K-1

- Get your child a library card.
- Enthusiastically read with your child everyday.
- Have “whole family” reading time.
- Talk about what is being read.
- Discuss the story after it is read. Talk about plot, characters and setting.
- Point to words as you read them (tracking).
- Have a variety of genres available: nursery rhymes; poetry; rhyming books; repetitive phrase books; and Rebus books.
- To distinguish between letters and words, read books such as: The Alphabet Tree; Chicka Chicka Boom, Boom; The Letters are Lost; and The Story of 2.
- Model good reading habits—make sure your child sees you reading for enjoyment and information.
- Observe signs in the environment—STOP signs and other road signs, popular store and restaurant signs, directions signs, ie: EXIT, Rest Room.
- Label and read names of objects around the house.
- Create an on-going photo book about family and friends. Label and read the pictures you include.
- Watch television shows together that focus on reading: “Reading Rainbow;” “Arthur;” “Sesame Street;” and “The Magic School Bus.”
- Subscribe to a children’s magazine and read it together when it arrives.
- Use interactive computer programs such as “Reader Rabbit” and “Zebby’s Zoo” together:
- As your child becomes more proficient, give your child the opportunity to read to you, or take turns, or read together.

WRITING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will write on a daily basis across all content areas and standards.

WHAT STUDENTS WRITE FOR INFORMATION AND UNDERSTANDING

Write the following in order to begin to transmit Information and Understanding

- pictures and drawings
- letters of the alphabet
- numbers
- words, phrases, and factual sentences that explain or describe a picture, fact or concept
- lists and labels
- names of persons, places, and things.

WHAT STUDENTS WRITE FOR LITERARY RESPONSE AND EXPRESSION

Write original imaginative texts, such as:

- stories
- poems and jingles

•Write the following in order to interpret and respond to imaginative text:

- descriptive sentences
- short paragraphs
- captions under pictures or illustrations
- names of characters, places, and events
- original stories, poems, and songs.

WHAT STUDENTS WRITE FOR CRITICAL ANALYSIS AND EVALUATION

Write the following to begin to express opinions and make judgments:

- experience charts
- posters
- advertisements, including simple slogans or jingles
- statements about likes and dislikes

WHAT STUDENTS WRITE FOR SOCIAL INTERACTION

Write the following to establish, maintain, and enhance personal relationships:

- letters of the alphabet
- numbers
- words and pictures
- cards, notes and letters
- personal experience stories

PRE-K through GRADE 1

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Pre K-1 students *are developing* as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept.
- Follow left to right and top to bottom direction when writing.
- Use spacing between letters and words when writing on a line.
- Write recognizable upper- and lowercase letters in manuscript.
- Capitalize proper names and the letter “I”.
- Write letters of own first and last name.
- Spell high frequency words correctly.
- Use the singular and plural of high frequency words.
- Put words together in sentence format.
- Use beginning of sentence capitalization and end punctuation.
- Give and seek constructive feedback in order to improve writing.
- Use computer software to support development of early writing.

SUGGESTIONS FOR FAMILIES TO FACILITATE WRITING ACROSS THE STANDARDS

- Keep a variety of variety of lined and unlined paper and lots of different writing utensils on hand.
- Have various book making supplies like tape and staplers available.
- Hang a bulletin board, a white board and/or a chalk board in your home.
- Use a tactile approach to practice writing: sand; shaving cream, sandpaper.
- Purchase or make magnetic alphabet letters, or an alphabet chart.
- Write and post shopping lists together.
- Make charts of daily activities and chores.
- Send thank you, birthday, and get well cards and notes together.
- Mark events on calendars.
- Label drawings and photographs.
- Label objects around the house.
- Differentiate between upper and lower case letters.
- Encourage your child to learn how to write his or her name using a capital letter for the first letter.
- Write diaries and journals.
- Keep logs of trips and travel.
- Write poems, rhymes and stories.
- Create posters and signs.
- Answer and send email together.

LISTENING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO FOR INFORMATION AND UNDERSTANDING

Listen for data, facts and ideas in, for example:

- circle time, group discussions
- group project reports •media presentations •role play

WHAT STUDENTS LISTEN TO FOR LITERARY RESPONSE AND EVALUATION

Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:

- storytelling and choral reading •group discussions of a story, song, rhyme, finger play, or poem •videotape presentations •puppet shows •dramatic productions

WHAT STUDENTS LISTEN TO FOR CRITICAL ANALYSIS AND EVALUATION:

Listen for differences in opinions and viewpoints in, for example:

- circle time, group discussions • read-aloud situations • individual conferences with teacher •paired discussions •role plays • individual or group viewing of advertisements, videos, movies

WHAT STUDENTS LISTEN TO FOR SOCIAL INTERACTION:

Listen to establish, maintain, and enhance personal relationships, for example:

- conversations •circle time, group discussions
- parallel play •role play •shared reading experiences.

PRE-K through GRADE 1

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Pre K-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

SUGGESTIONS FOR FAMILIES TO FACILITATE LISTENING ACROSS THE STANDARDS

- Model good listening skills: be attentive and look at the speaker.
- Although your child is anxious to be heard, constant reminders are needed to stress the importance of taking turns.
- Build good multiple direction skills by giving small tasks to your child that will gradually increase in the number of steps for completion.
- Answer questions in complete sentences.
- Have family discussions allowing each member to take a turn to speak while others listen.
- Assign simple chores or tasks and ask children to remember them without reminders.
- Have a family game night. Follow directions in the game.
- Encourage your child to have phone conversations with relatives and friends.
- Listen to stories on tape.
- Give explicit directions that require steps be followed sequentially.
- Play a drawing game that involves giving directions, i.e.: draw a tree, put a dog under the tree, draw a ball for the dog to play with etc.
- Play music and make music
- Record sounds around the house, neighborhood, etc. Play back and recognize sounds.
- Dramatize stories using sock or paper bag puppets.

SPEAKING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will speak on a daily basis.

WHEN STUDENTS SPEAK FOR INFORMATION AND UNDERSTANDING

Speak to share data, facts and ideas in, for example:

- role play
- small and large group discussions
- reports on, for example, classroom projects, field trips.

WHEN STUDENTS SPEAK FOR LITERARY RESPONSE AND EXPRESSION

•Speak to present interpretations and responses to imaginative texts in, for example:

- book talks
- role play/creative dramatics/choral speaking
- circle time, group discussions
- guided reading sessions
- individual conferences with teacher.

WHEN STUDENTS SPEAK FOR CRITICAL ANALYSIS AND EVALUATION

•Speak to express opinions in, for example:

- circle time
- small and large group discussions
- read-aloud situations
- paired discussions
- individual conferences with teacher
- role play

WHEN STUDENTS SPEAK FOR SOCIAL INTERACTION

Speak to establish, maintain, and enhance personal relationships in, for example:

- conversations
- circle time
- role play
- shared reading and writing experiences.

PRE-K through GRADE 1

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Pre K-1 students *are developing* as they learn to speak include to:

- Respond respectfully.
- Use age appropriate vocabulary.
- Take turns in speaking in a group.
- Correct the pronunciation of words by using resources, such as teachers, peers, audio- and video tapes, and computer software.
- Speak in complete sentences.
- Stay on topic.
- Speak audibly.
- Speak with expression appropriate to the occasion.

SUGGESTIONS FOR FAMILIES TO FACILITATE SPEAKING ACROSS THE STANDARDS

- Have conversations.
- Speak slowly and reinforce sounds of words.
- Answer questions in complete sentences.
- Expose children to higher vocabulary words, for example: shin, forehead, afternoon.
- Have family discussions allowing each member to take a turn to speak while others listen.
- Verbally sequence the day.
- Ask questions and then ask for further details.
- Play real/pretend games.
- Record children playing favorite games or reading aloud.
- Interview someone.
- Tell or make up a story based on picture prompts.
- Recapture an event by looking at photos and describing what happened.
- Play family show and tell.
- Ask children to explain the steps in doing a task such as getting a glass of milk.
- Encourage your child to have phone conversations with relatives and friends.
- Listen to stories on tape. Retell stories. Elaborate on details.
- Dramatize stories using sock or paper bag puppets.
- Play “Twenty Questions.”
- Gently correct any language errors by repeating language correctly.

**Contemporary Books
for Beginning Readers
(Children's Book Council)**

Big Red Fire Truck: Ken Wilson-Max
Clifford's First Autumn: Norman Bridwell
Copy Cat: John Mole
Counting Crocodiles: Judy Sierra
Daisy Is a Mommy: Lisa Kopper
From Head to Toe: Eric Carle
Hands: Lois Ehlert
Little Green Tow Truck: Ken Wilson
Martha Counts Her Kittens: Mike Walsh
Max's Wacky Taxi Day: Max Grover

**Contemporary Books
for Young Readers
(Children's Book Council)**

Alice and Greta: Steven J. Simmons
Alligator Baby: Robert Munsch
Beardream: Will Hobbs
Bearobics: Vic Parker
Birdsong: Audrey Wood
The Bookmaker and the Elves: Susan Lowell
A Box Can Be Many Things: Dana Meachen Rau
Bunny Cake: Rosemary Wells
Burnt Toast on Davenport Street: Tim Egen
Butterflies: Claude Delafosse and Gallimard Jeunesse
Clay Boy: Mirra Ginsburg
Cock-a-doodle-doo: Steve Lavis
Dinosaur Roar!: Paul and Henrietta Stickland
The Dinosaurs are Back...Wendy Harman
Don't Laugh, Joe!: Keiko Kasza
The Dumb Bunnies Go to the Zoo: Sue Denim
Engelbert Joins the Circus: Tom Paxton
Frogs: Claude Delafosse
The Gingerbread boy: Richard Egielski
Gus and Grandpa: Claudia Mills
The Halloween House: Erica Silverman
I Wish My Brother Was a Dog: Carol Diggory Shields
Is That You, Winter?: Stephen Gammell

Is There Room on the Featherbed?: Libba Moore Gray
Just Another Ordinary Day: Rod Clement
Ketchup on Your Cornflakes?....: NickSharrat
Look to the North: A Wolf Pup Diary: Jean Craighead George
Miss Spider's New Car: David Kirk
Moosetache: Margie Palatini
My Dog Never Says Please: Suzanne Williams
My Life With the Wave: Catherine Cowan
The Old Woman Who Loved to Read: John Winch
Open Me...I'm a Dog! Art Spiegelman
A Pinky Is a Baby Mouse..Pam Munoz Ryan
Puppy Love: Dick King-Smith
Rockin' Reptiles: Stephanie Calmenson and Joanna Cole
Tangle Town: Kurt Cyrus
Three Stories You Can Read to Your Cat: Sara Swan Miller
Twinnies: Eve Bunting
Verdi: Janell Cannon
What's Faster Than a Speeding Cheetah?: Robert E. Wells

Additional titles available at:
<http://www.cbcbooks.org>

Suggested Software Titles

Reader Rabbit I—Popular program to build reading skills.
Harry and the Haunted House—Provides reading practice with the stories of the adventures of Harry and his dog Spot.
Money Town—Multimedia games and songs that teach kids about money.
Schoolhouse Rock Series—In Exploration Station, Interplanet Janet has crashed on Earth and needs help.

Caldecott Medal Winners Award Winning Books

- 1999—Snowflake Bentley: Jacqueline Briggs Martin
1998—Rapunzel: Paul O. Zelinsky
1997—Golem: David Wisniewski
1996—Officer Buckle and Gloria: Peggy Ratham
1995—Smoky Night: Eve Bunting
1994—Grandfather's Journey—Allen Say
1993—Mirette on the High Wire: Emily Arnold
1992—Tuesday: David Wiesner
1991—Black and White: David Macaulay
1990—Lon Po Po: A Red Riding Hood Story from China: Ed Young
1989—Song and Dance Man: Karen Ackerman
1988—Owl Moon: Jane Yolen
1987—Hey, Al: Arthur Yorinks
1986—The Polar Express: Chris Van Allsburg
1985—Saint George and the Dragon: retold by Margaret Hodges
1984—The Glorious Flight: Across the Channel with Louis Bleriot: Alice and Martin Provensen
1983—Shadow: Traslated by Marcia Brown
1982—Jumanji—Chris Van Allsburg
1981—Fables: Arnold Lobel
1980—Ox-Cart Man: Donald Hall
1979—The Girl Who Loved Wild Horses: Paul Goble
1978—Noah's Ark: Peter Spier
1977—Ashanti to Zulu: African Traditions: Margaret Musgrove
1976—Why Mosquitoes Buzz in People's Ears: retold by Verna Aardema
1975—Arrow to the Sun: Gerald McDermott
1974—Duffy and the Devil: retold by Harve Zemack
1973—The Funny Little Woman: Retold by Arlene Mosel

Newbery Medal Winners

- 1999—Holes: Louis Sachar
1998—Out of the Dust: Karen Hesse
1997—The View from Saturday: E.L. Konigsburg
1996—The Midwife's Apprentice: Karen Cushman
1995—Walk Two Moons: Sharon Creech
1994—The Giver: Lois Lowry
1993—Missing May: Cynthia Rylant
1992—Shiloh: Phyllis Reynolds Naylor
1991—Maniac Magee: Jerry Spinelli
1990—Number the Stars: Lois Lowry
1989—Joyful Noise: Poems for Two Voices: Paul Fleischman
1988—Lincoln: A Photobiography: Russel Freedman
1987—The Whipping Boy: Sid Fleischman
1986—Sarah, Plain and Tall: Patricia MacLachlan
1985—The Hero and the Crown: Robin McKinley
1984—Dear Mr. Henshaw: Beverly Cleary
1983—Dicey's Song: Cynthia Voigt
1982—A Visit to William Blake's Inn...: Nancy Willard
1981—Jacob Have I Loved: Katherine Paterson
1980—A Gathering of Days: A New England Girl's Journal...Joan W. Blos
1979—The Westing Game: Ellen Raskin
1978—Bridge to Terabithia: Katerine Paterson
1977—Roll of Thunder, Hear My Cry: Mildred D. Taylor
1976—The Grey King: Susan Cooper
1975—M. C. Higgins, the Great: Virginia Hamilton

Additional titles available at:

<http://www.ala.org/alsc/nquick.html>



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