

READING

Independent Reading Grades K - 2

Statement of Expectations

The student will:

- Read independently
- Choose suitable books on his/her level
- Keep a record of books read
- Respond to literature orally or in writing
- Independently use all reading strategies

Teaching Practices

The teacher will:

- Read aloud
- Guide students in book choices and periodically check their choices
- Take status or supply logs to record books read
- Model literature response
- Provide a variety of reading materials
- Level and label at least 1/3 of the classroom library
- Instruct parents to monitor student's reading 20 minutes per night

Evaluation/Assessment Options

- Reading Logs
- Observation
- Reading/Response journals

Reading Workshop

Reading Grades K - 2

Statement of Expectations

The student will:

- Participate in reading workshop daily
- Engage in reading work in a guided reading group
- Respond to reading with peers
- Self-select books for independent reading
- Participate in literacy centers including:
 - * Reading
 - * Writing
 - * Word study

Teaching Practices

Teacher will:

- Conduct a strategy mini-lesson with flexible guided reading groups
- Create literacy centers
- Conduct shared reading lessons
- Design instruction based on individual needs (differentiated instruction)

Evaluation/Assessment Options

- Observe and assess literacy centers

Reading Grades K - 2 (Before Reading) Preview/Predict/Set Purpose

Statement of Expectations

The student will:

- Identify front, back, and spine of the book
- Locate the title and author
- Participate in a picture/text preview to get a sense of the story
- Make connections to prior experiences
- Predict what will happen
- Participate in word study activities including picture/word sorting, beginning blends/digraphs, vowel sounds, word building, etc.

Teaching Practices

The teacher will:

- Facilitate shared and guided reading
- Use key words/concepts in the picture walk/text preview
- Use questioning words (why, when, where) in discussion
- Develop a word study center (picture sorts, beginning/ending sound sorts, vowels, word families, etc.)
- Conduct word building sessions
- Provide spelling, compound word, and contraction activities
- Display beginning blends/digraphs poster
- Display vowel sounds poster
- Self-monitor and self-correct (Does it look right? sound right? make sense?)
- Adjust reading rate
- Read with expression
- Continue to predict and adjust predictions
- Respond to literature: smile, clap, listen intently, join in familiar stories

Evaluation/Assessment Options

- Observation
- Reading checklist
- Developmental spelling inventory

Reading Grades K - 2

(During Reading)

Clarify/Verify

Statement of Expectations

The student will:

- Indicate the first/last letter in a word
- Demonstrate 1 – 1 correspondence
- Use directionality left-to-right sweep
- Identify capital/lowercase letters
- Recognize the difference between a word and a letter
- Locate lines/spaces
- Recognize high frequency words as per Rebecca Sitton spelling
- Recognize and specify the similarities/differences in words
- Be aware of punctuation
- Read predictable text
- Use strategies to decode
- Self-monitor and self-correct (Does it look right? Sound right? Make sense?)
- Adjust reading rate
- Read with expression
- Continue to predict and adjust predictions
- Respond to literature: smile, clap, listen intently, join in familiar stories

Teaching Practices

The teacher will:

- Provide for shared, guided and independent reading
- Provide a reading center with leveled books of different genres and topics
- Provide reading time
- Show students that teacher values reading by sharing books they have read, read loud, read with students.
- Model “think aloud”
- Encourage comprehension by asking why, when, where questions
- Give students strategies to enhance competence such as five-finger strategy
- Display reading strategies
- Encourage meaning, structure, and visual cueing. Does it look right? Sound right? Make sense?
- Develop vocabulary by engaging students in listening to stories, retelling, role playing, and interacting with each other
- Establish a program that caters to individual needs. Ensure that each child’s reading is heard daily, using running records and flexible groups

Evaluation/Assessment Options

- Observation
- Running records
- Checklist
- Reading log (date, title, author, pages read, evaluation of books)

Reading Grades K - 2

(After Reading)

Question/Retell/Summarize/Connect

Statement of Expectations

The student will:

- Retell stories
- Use words from the book and story elements when retelling
- Summarize
- Reread to locate answers
- Identify fiction/non-fiction
- Demonstrate comprehension of material read by citing accurate information
- Sequence stories
- Make inferences
- Integrate decoding strategy
- Complete a graphic organizer
- Recognize text structures, cause/effect, main idea, and supporting detail
- Compare/contrast elements of the text
- Connect text to other text, life, and other subjects
- Give personal responses/reactions

Teaching Practices

The teacher will:

- Use a graphic organizer to do whole group retelling or sequencing (story star, story rocket, story map, sequence chain, sequence caterpillar, diagram, etc.)
- Develop vocabulary by engaging students in listening to stories, discussing vocabulary, retelling, role-playing, providing first-hand experience, etc.
- Model think-aloud process and retell vs. summary
- Facilitate guided reading groups
- Encourage comprehension by asking when, where, why questions
- Share connections between reading and life

Evaluation/Assessment Options

- Graphic organizer
- Reading response journal
- Written summary
- Oral summary
- Oral retelling
- Graphic organizer
- Book talk
- Reading checklist
- Quarterly district benchmark assessment

SPEAKING/LISTENING

Grades K - 2
(Formal)

Statement of Expectations

The student will:

- Listen to others
- Ask questions
- Distinguish between fact and opinion
- Distinguish between reality and make-believe
- Speak using appropriate speaking skills
- Use complete thoughts
- Use appropriate volume and pace
- Pronounce most words correctly
- Make eye contact
- Use expressions, gestures, and body language
- Use media for presentation
- Deliver short reports
- Participate in short plays
- Select, develop, and use a variety of visual aids to clarify and illustrate topics and ideas

Teaching Practices

The teacher will:

- Model appropriate speaking skills
- Aid in the preparation of the presentation
- Give examples of reality vs. make-believe
- Give examples of fact vs. opinion
- Provide time to practice short reports and plays
- Work with the librarian to in developing appropriate visual aids

Evaluation/Assessment Options

- Observation
- Rubrics

Speaking/Listening Grades K-2 (Informal)

Statement of Expectations

The student will:

- Listen attentively to selection of literature or presentation
- React to stories, songs and poems (smiles and comments)
- Distinguish between fact and opinion
- Respond relating to similar experiences and/or make predictions
- Share information from individual or group activities or projects
- Read aloud to an audience
- Join in familiar songs, poems and chants
- Allow others to speak without unnecessary interruption
- Wait for appropriate turn to speak
- Offer personal opinion in discussion
- Speak fluently
- Follow instructions, directions and explanations
- Participate in dramatic presentations – readers' theatre, plays, puppet shows, choral reading, story telling
- Select, develop, and use a variety of visual aids to clarify and illustrate topics and ideas

Teaching Practices

The teacher will:

- Model appropriate speaking skills
- Give examples of fact vs. opinion
- Respond using personal experiences
- Read orally
- Provide opportunities for group work
- Provide a variety of songs, poems and chants
- Work with the librarian to develop appropriate visual aids

Evaluation/Assessment Options

- Observation
- Rubrics

Speaking/Listening

Grades K - 2

(Discussion)

Statement of Expectations

The student will:

- Ask related questions to gain information, clarify thinking, and understand others
- Respond with related information/opinions to questions asked
- Listen to the contributions of others
- Display appropriate turn-taking behaviors
- Provide information
- Express appropriately personal needs, choices, plans, ideas, experiences, feelings, and points of view
- Give simple directions or explanations
- Make eye contact
- Participate in small or large group discussions
- Participate in everyday conversation with peers and adults

Teaching Practices

The teacher will:

- Model wait time, turn-taking, polite words, and critical thinking
- Explain concept of who, what, when, where, why
- Give feedback
- Accept and promote personal opinions
- Validate student discussion
- Give guidelines for discussion

Evaluation/Assessment Options

- Observation
- Checklist
- Self-evaluation
- Peer-evaluation

WRITING

Writing Process Grades K - 2

Statement of Expectations

The student will:

- Begin to learn the strategies of the writing process
- Write various stages of the writing process daily

Teaching Practices

The teacher will:

- Introduce the strategies of the writing process
- Post visuals of the strategies
- Reinforce the writing process strategies

Evaluation/Assessment Options

- Observation
- Conversation

Writing Grades K - 2 (Writing Workshop)

Statement of Expectations

The student will:

- Participate in writing workshop daily
- Self-select topics
- Be engaged in various stages of the writing process through both self-selected and teacher-directed projects
- Participate in journaling
- Present written work for publication when appropriate
- Share work with an audience
- Meet with response partners
- Conference with teachers

Teaching Practices

The teacher will:

- Monitor student progress and provide feedback
- Conference individually and with small groups
- Conduct mini-lessons

Evaluation/Assessment Options

- Observation
- Students' written work
- Checklist
- Rubrics

Writing Grades K - 2 (Content)

Statement of Expectations

The student will:

- Write fiction pieces
- Including descriptions of people, places, things, and simple plot
- Write narrative pieces expressing personal ideas and experiences
- Write informational pieces about non-fiction topics (letters, lists, collections of facts, labeling, friendly letters, paragraphs)
- Write personal opinion pieces
- Describe settings
- Use various beginnings to stories
- Use various endings to stories
- Add relevant details
- Write in sequence using sequence words
- Focus on a topic
- Write a series of related sentences with one central idea

Teaching Practices

The teacher will:

- Conduct mini-lessons

Evaluation/Assessment Options

- Observation
- Students' written work
- Checklist

Writing Grades K - 2 (Grammar/Conventions)

Statement of Expectations

The student will:

- Spell developmentally
- Spell Rebecca Sitton priority word wall words correctly
- Use developmentally appropriate punctuation (periods, question marks, exclamation points, and quotation marks)
- Indent for paragraphs
- Use capital letters appropriately (beginnings of sentences, names, days/months, titles, places)
- Write complete sentences

Teaching Practices

The teacher will:

- Post word wall with priority words
- Do scribing activities
- Conduct mini-lessons

Evaluation/Assessment Options

- Observation
- Students' written work
- Checklist
- Rubrics

RESEARCH

Grades K - 2

Statement of Expectations

The student will:

- Participate in whole group, small group, and individual research
- Share information gathered through various presentation styles (pictures, reports, models, plays, oral reports, displays, etc.)
- Identify the table of contents, glossary, and index
- Use Internet, periodicals, other nonfiction sources, or experts to find information
- Use reading strategies to assist in gathering information

Teaching Practices

The teacher/librarian will:

- Introduce “Big Six” approach to research (task definition, information seeking strategies, location/access, use of information, synthesis, evaluation)
- Model how to locate information from various sources
- Guide and model how to skim information and take notes
- Provide a structure for note taking
- Provide time and materials to complete research tasks
- Encourage family participation
- Remind students to use all reading strategies

Evaluation/Assessment Options

- Observation
- Rubrics