“The knowledge that forms the foundation for reading and writing is built throughout early childhood through play, language, and literacy experiences.” — Gay Su Pinnell and Irene C. Fountas
PK.LD-D.1. Engage in oral exchanges about a topic with peers and adults

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Follow the events of a simple plot and remember them enough to discuss or retell a story
- Talk about interesting information learned from a text

Page 21, Thinking Beyond the Text
- Discuss new information learned

Page 21, Thinking About the Text
- Begin to form opinions about books and say why
- Share thinking about a story or topic

Shared and Performance Reading
Page 55, Thinking Within the Text
- Talk about characters, problems, and events in a story

Page 55, Thinking Beyond the Text
- Express personal connections with the content of texts, characters, or events in a story

Page 55, Thinking About the Text
- Talk about whether or not they liked a book and say why

Oral, Visual, and Technological Communication
Pages 192, Listening and Speaking, Social Interaction
- Engage in conversation during imaginary play
- Sustain a conversation with others (teacher, family, peers)
- Engage in the turn-taking of conversation

PK.LD-D.2. Initiate and/or extend conversations with peers and adults, using multiple exchanges

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Pick up interesting information while listening and use it in discussion

Page 21, Thinking Beyond the Text
- Acquire new content from listening to stories and informational texts
- Discuss new information learned

Shared and Performance Reading
Page 55, Thinking Within the Text
- Understand the meaning of new words after reading them in a text and talking about them
Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Extended Discussion
• All bullets

Page 192, Listening and Speaking, Content
• All bullets

Page 193, Presentation, Word Choice
• Understand and use words related to familiar common experiences and topics such as pets, body parts, food, clothes, transportation, classroom objects, home, family, and neighborhood

PK.LD-Q.4. Listen to stories attentively

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
• Follow the events of a simple plot and remember them enough to discuss or reenact the story
• Pick up important information while listening and use it in discussion

Page 21, Thinking Beyond the Text
• Acquire new content from listening to stories and informational texts

Shared and Performance Reading
Page 55, Thinking Within the Text
• Notice and use information from pictures to understand and remember text

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Listening and Understanding
• Listen with attention to texts that are read aloud
• Listen actively to others as they read or talk
• Show interest in listening to and talking about stories, poems, or informational texts

PK.LD-Q.5. Ask questions to get information, ask for help, clarify something that is not understood

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
• Ask questions to clarify or deepen understanding of a text

Writing
Page 118, Writing Process, Rehearsing/Planning, Inquiry/Research
• Ask questions about a topic

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Extended Discussion
• Form clear questions to get information

Page 192, Listening and Speaking, Content
• Ask questions (demonstrate curiosity)

PK.LD-Q.6. Answer questions with increasing complexity

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
• Show awareness of a topic (content from a text) and make related comments or pose related questions

Page 21, Thinking Beyond the Text
• Give reasons (either text-based or personal experience) to support thinking

Shared and Performance Reading
Page 55, Thinking Beyond the Text
• Notice and talk about texts that are alike in some way
• Infer feelings of characters in stories

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Extended Discussion
• Begin to verbalize reasons for problems, events, and actions
• Express opinions and explain reasoning (because . . .)
• Ask questions (demonstrate curiosity)

PK.LD-Q.7. Follow directions of two or more steps

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Listening and Understanding
• Ask questions about a topic

Page 192, Listening and Speaking/Content
• Form clear questions to get information

Page 192, Listening and Speaking/Content
• Listen with attention and understanding to simple directions
• Remember and follow directions that may have more than two steps
ORAL PRESENTATION

PK.LD-O.8. Retell story events in sequence

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Retell important parts of a story using the pictures after hearing several times

Page 21, Thinking Beyond the Text
- Discuss the problem in a story

Shared and Performance Reading
Page 55, Thinking Within the Text
- Talk about characters, problems, and events in a story

Page 55, Thinking About the Text
- Recognize and talk about the beginning and ending of a story

Oral, Visual, and Technological Communication
Page 193, Presentation, Word Choice
- Use some language from stories when retelling them

Page 193, Presentation, Ideas and Content
- Retell stories from texts

VOCABULARY AND CONCEPT DEVELOPMENT

PK.LD-V.9. Use words to describe concrete objects, actions, and feelings

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Use new words in discussion of a text

Page 21, Thinking Beyond the Text
- Interpret meaning from illustrations

Oral, Visual, and Technological Communication
Page 192, Listening and Speaking, Listening and Understanding
- Learn new words related to topics of inquiry in the classroom

Page 192, Listening and Speaking, Extended Discussion
- Understand and use words related to familiar common experiences and topics (pets, body parts, food, clothes, transportation, classroom objects, family, and neighborhood)
- Learn new words related to topics of inquiry in the classroom

Page 192, Listening and Speaking, Content
- Talk about one's own feelings and those of others

Page 193, Presentation, Word Choice
- Use some words that describe (adjectives and adverbs)

Phonics, Spelling, and Word Study
Page 219, Word Meaning
- Know the meaning of some concept words—simple colors, number words, shapes, days of the week, months of the year, holidays
- Learn the meaning of some words related to inquiry in the classroom

PK.LD-V.10. Integrate new vocabulary into conversations with peers and adults

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Use new words in discussion of a text
- Pick up important information while listening and use it in discussion

Page 21, Thinking Beyond the Text
- Identify and repeat specific language that characters use in stories

Page 21, Thinking About the Text
- Use specific vocabulary to talk about texts: author, illustrator, cover, title, page, problem, beginning, ending

Shared and Performance Reading
Page 55, Thinking Within the Text
- Understand the meaning of new words after reading them in a text and talking about them

Oral, Visual, and Technological Communication
Page 192, Listening and Speaking, Extended Discussion
- Use some specific vocabulary (book, page, title, cover, author, illustrator)

Page 193, Presentation, Word Choice
- Use some language from stories when retelling them

Page 193, Presentation, Ideas and Content
- Retell stories from texts
PK.LD-V.11. Add descriptive words to basic subject-verb-object sentences

Oral, Visual, and Technological Communication
Page 193, Presentation, Word Choice:
- Use some words that describe (adjectives and adverbs)

PK.LD-V.12. Ask questions to acquire new vocabulary

Oral, Visual, and Technological Communication
Page 192, Listening and Speaking, Listening and Understanding
- Show interest in words

PK.BR-PC.1. Treat books with care

Phonics, Spelling, and Word Study
Page 218, Early Literacy Concepts
- Hold and handle books correctly (turning pages front to back, etc.)

PK.BR-PC.2. Hold books right side up and know that books are read from front to back, top to bottom

Shared and Performance Reading
Page 55, Thinking Within the Text
- Follow the teacher's pointer in a coordinated way while reading text with group support
- Begin to notice aspects of print to help in tracking it during shared reading

PK.BR-PC.3. Understand the concept of title, author, and illustrator

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking About the Text
- Understand that an author wrote the book
- Understand that an illustrator created the pictures in the book (or a photographer took photographs)

Shared and Performance Reading
Page 55, Thinking About the Text
- Understand that a book was written by a person and begin to use the term author
- Understand that a picture book was illustrated by a person and begin to use the term illustrator

PK.BR-PC.4. Know that spoken words can be written and read and written words can be spoken aloud

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking About the Text
- Understand that an author wrote the book
- Recognize that one author or illustrator might create several books
- Understand that there can be different versions of the same story

Shared and Performance Reading
Page 55, Thinking About the Text
- Understand that a book was written by a person and begin to use the term author
- Notice when the writer has made the text rhyme
Phonics, Spelling, and Word Study

Page 218, Early Literacy Concepts
- Understand that print conveys meaning

Page 218, Phonological Awareness, Words
- Hear word boundaries

Page 218, Phonological Awareness, Phonemes
- Recognize that words stand for sounds (bang, pop)

Page 218, Letter Knowledge/Recognizing Letters in Words and Sentence:
- Understand that words are made up of letters

Page 219, Letter/Sound Relationships
- Understand that there is a relationship between letters and the sounds in words

Page 219, High-Frequency Words
- Understand that you look at the letters in a word to read it

PK.BR-PC.5. Know that print is read from left to right in English and many other languages

Shared and Performance Reading

Page 55, Thinking Within the Text
- Follow the teacher’s pointer in a coordinated way while reading text with group support
- Begin to notice aspects of print to help in tracking it during shared reading

Page 55, Thinking About the Text
- Understand the meaning of some aspects of text structure (beginning, end, next)

Page 55, Thinking About the Text
- Recognize and talk about the beginning and the ending of a story

Phonics, Spelling, and Word Study

Page 218, Early Literacy Concepts
- Understand that print conveys meaning
- Distinguish between print and pictures

Shared and Performance Reading

Page 55, Thinking Within the Text
- Remember and use repeating language patterns
- Notice when the writer has made the text rhyme

Page 218, Phonological Awareness, Words
- Hear and say rhyming words
- Hear and connect rhyming words

Page 218, Phonological Awareness, Rhyming Words
- Play with the sounds of language
- Enjoy stories and poems that illustrate play with the sounds of language

Page 219, Spelling Patterns
- Recognize that there are patterns in words that you can hear and say

PK.BR-PA.8. Identify words that rhyme in songs, nursery rhymes, poems, and stories

PHONEMIC AWARENESS
PK.BR-PA.9. Produce (make up) rhymes

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Play with words or language orally (for example, nonsense words or refrains from texts read aloud)

Phonics, Spelling, and Word Study
Page 218, Phonological Awareness, Words
- Understand that words are made up of sounds

Page 218, Phonological Awareness, Rhyming Words
- Hear and say rhyming words
- Hear and connect rhyming words

Page, 218, Phonological Awareness, Phonemes
- Play with the sounds of language
- Enjoy stories and poems that illustrate play with the sounds of language

Page 219, Spelling Patterns
- Recognize that there are patterns in words that you can hear and say

PK.BR-PA.10. Hear syllables in words

Phonics, Spelling, and Word Study
Page 218, Phonological Awareness, Syllables
- Clap the syllables of words with teacher help

Page 219, Word Structure, Syllables
- Understand that words can have more than one part that you can hear
- Clap words to show awareness of syllables

PK.BR-PA.11. Discriminate sounds as being the same or different. Manipulate sounds. Blend individual phonemes to form words

Phonics, Spelling, and Word Study
Page 218, Phonological Awareness, Words
- Understand that words are made up of sounds

Page 218, Phonological Awareness, Onsets and Rimes
- Say the onsets and rimes of words with teacher help

Page 218, Phonological Awareness, Phonemes
- Be aware that words have sounds in them
- Play with the sounds of language
- Enjoy stories and poems that illustrate play with the sounds of language

Page 219, Letter/Sound Relationships
- Understand that there is a relationship between letters and the sounds in words

Page 219, Spelling Patterns
- Recognize that there are patterns in words that you can hear and say

PHONICS

PK.BR.P.12. Identify 10 or more letters

Phonics, Spelling, and Word Study
Page 218, Letter Knowledge, Identifying Letters
- Understand the concept of a letter
- Distinguish letter forms by noticing particular parts (sticks, tails, dots, slants, circles, curves, tunnels, crosses)
- Categorize and connect letters by features (sticks, tails, dots, slants, circles, curves, tunnels, crosses)
- Produce some letter names

PK.BR.P.13. Name letters in own name and in familiar words

Shared and Performance Reading
Page 55, Thinking Within the Text
- Connect some letters in print with their names or with words they know

Phonics, Spelling, and Word Study
Page 218, Early Literacy Concepts
- Recognize one’s name

Page 218, Letter Knowledge, Identifying Letters
- Connect particular letters to their lives (names, names of family, environmental print)
**PK.BR-P.14.** Find specific letters in words in the environment

**Shared and Performance Reading**

Page 55, Thinking Within the Text

- Begin to notice some aspects of print to help in tracking it during shared reading

Page 55, Thinking About the Text

- Notice when the writer/illustrator has used special features of print such as very large print

**Phonics, Spelling, and Word Study**

Page 218, Early Literacy Concepts

- Notice and talk about photographs, pictures, drawings, and familiar written words (names, Mom)
- Note print in the environment and look for its meaning
- Understand that print conveys meaning
- Distinguish between print and pictures
- Use print in a variety of ways—labels, signs, stories, books
- Understand that books are sources of information

Page 219, Spelling Patterns

- Recognize that there are patterns in words that you can hear and say

Page 219, Word-Solving Actions

- Recognize and locate one’s own name
- Recognize and locate a few high-frequency words
- Make connections between own name and other words (same letters)

PK.BR-P.15. Begin to make letter-sound connections

**Phonics, Spelling, and Word Study**

Page 219, Letter/Sound Relationships

- Understand that there is a relationship between letters and the sounds in words

Page 219, Spelling Patterns

- Recognize that there are patterns in words that you can hear and say

**PK.BR-P.16.** Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print

**Shared and Performance Reading**

Page 55, Thinking Within the Text

- Begin to notice some aspects of print to help in tracking it during shared reading
- Connect some letters in print with their names or with words they know

Page 55, Thinking About the Text

- Notice when the writer/illustrator has used special features of print such as very large print

**Phonics, Spelling, and Word Study**

Page 218, Early Literacy Concepts

- Notice and talk about photographs, pictures, drawings, and familiar written words (names, Mom)
- Note print in the environment and look for its meaning
- Understand that print conveys meaning
- Distinguish between print and pictures
- Use print in a variety of ways—labels, signs, stories, books
- Understand that books are sources of information

Page 219, Spelling Patterns

- Recognize that there are patterns in words that you can hear and say

Page 219, Word-Solving Actions

- Recognize and locate one’s own name
- Recognize and locate a few high-frequency words
- Make connections between own name and other words (same letters)
Strand: Informational Text

PK.IT-E.1  Use books and other printed materials to find information

Interactive Read-Aloud and Literature Discussion

Page 21, Thinking Within the Text

• Pick up important information while listening and use it in discussion
• Notice and use important information from pictures

Page 21, Thinking Beyond the Text

• Use details from illustrations in discussion of a story or informational text
• Discuss new information learned

Shared and Performance Reading

Page 55, Thinking Within the Text

• Notice and use information from pictures to understand and remember text

Page 55, Thinking About the Text

• Notice and follow texts that are organized around a special feature such as numbers, days of the week, ABCs

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Content

• Report what is known or learned about an informational text

Phonics, Spelling, and Word Study

Page 218, Early Literacy Concepts

• Notice and talk about photographs, pictures, drawings, and familiar written words (names, Mom)
• Note print in the environment and look for its meaning
• Understand that print conveys meaning
• Distinguish between print and pictures
• Use print in a variety of ways—labels, signs, stories, books
• Understand that books are sources of information

PK.IT-E.2  Answer questions about stories and other print materials

Interactive Read-Aloud and Literature Discussion

Page 21, Thinking Within the Text

• Pick up important information while listening and use it in discussion
• Notice and use important information from pictures
• Show awareness of a topic (content from a text) and make related comments or pose related questions

Page 21, Thinking Beyond the Text

• Make connections between texts and their own lives
• Use details from illustrations in discussion of a story or informational text
• Discuss new information learned

Page 21, Thinking About the Text

• Share thinking about a story or topic
• Talk about how texts are similar and how they are different

Shared and Performance Reading

Page 55, Thinking Within the Text

• Notice and use information from pictures to understand and remember text

Page 55, Thinking About the Text

• Notice and follow texts that are organized around a special feature such as numbers, days of the week, ABCs

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Extended Discussion

• Follow the topic and add to the discussion
• Form clear questions to get information
• Participate actively in whole-class discussion or with a partner or in a small group

Page 192, Listening and Speaking, Content

• Begin to verbalize reasons for problems, events, and actions
• Express opinions and explain reasoning (because . . .)

Page 193, Presentation, Word Choice

• Use some language from stories when retelling them
Strand: Literary Text
UNDERSTANDING TEXT

PK.LT-U.1. Retell story events in sequence

Interactive Read-Aloud and Literature Discussion

Page 21, Thinking Within the Text
- Retell important parts of a story using the pictures after hearing several times
- Tell stories in response to pictures
- Mimic the teacher's expression and word stress when reenacting a text or joining in

Page 21, Thinking Beyond the Text
- Identify and repeat specific language that characters use in stories
- Interpret meaning from illustrations
- Discuss the problem in a story

Page 21, Thinking About the Text
- Understand the meaning of some aspects of text structure (beginning, end, next)

Shared and Performance Reading

Page 55, Thinking Within the Text
- Notice and use information from pictures to understand and remember text
- Talk about characters, problems, and events in a story

Page 55, Thinking Beyond the Text
- Anticipate exciting places or the ending of a story by remembering it

Page 55, Thinking About the Text
- Recognize and talk about the beginning and ending of a story
- Talk about favorite parts of a story

Oral, Visual, and Technological Communication

Page 193, Presentation, Word Choice
- Use some language from stories when retelling them

Page 193, Presentation, Ideas and Content
- Retell stories from texts

PK.LT-U.2. Answer questions about stories and other print materials

Interactive Read-Aloud and Literature Discussion

Page 21, Thinking Within the Text
- Follow the events of a simple plot and remember them enough to discuss or reenact a story
- Understand simple problems and talk about them
- Pick up important information while listening and use it in discussion
- Show awareness of a topic (content from a text) and make related comments or pose related questions

Page 21, Thinking Beyond the Text
- Use background knowledge to understand settings, story problems, and characters
- Use background knowledge to understand the content of a text
- Acquire new content from listening to stories and informational texts
- Talk about what a character is like, how a character feels, or what a character might do (inference)
- Use details from illustrations in discussion of a story or informational text
- Give reasons (either text-based or personal experience) to support thinking
- Discuss motivations of characters
- Discuss the problem in a story
- Discuss new information learned

Page 21, Thinking About the Text
- Begin to form opinions about books and say why
- Share thinking about a story or topic

Shared and Performance Reading

Page 55, Thinking Within the Text
- Notice and use information from pictures to understand and remember text
- Talk about characters, problems, and events in a story

Page 55, Thinking Beyond the Text
- Make predictions as to what will happen in a story
- Anticipate exciting places or the ending of a story in discussion with the teacher
- Anticipate exciting places or the ending of a story by remembering it

Page 55, Thinking About the Text
- Notice and use information from pictures to understand and remember text
- Talk about characters, problems, and events in a story
• Express personal connections with the content of texts, characters, or events in a story
• Notice and talk about texts that are alike in some way
• Infer feelings of characters in stories

Page 55, Thinking About the Text
• Recognize and talk about the beginning and the ending of a story
• Talk about whether or not they liked a book and say why
• Talk about favorite parts of a story
• Notice when the text is funny and say why
• Notice when the writer/illustrator has used special features of print such as very large print

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Extended Discussion
• Follow the topic and add to the discussion
• Form clear questions to get information
• Participate actively in whole-class discussion or with a partner or in a small group

Page 192, Listening and Speaking, Content
• Begin to verbalize reasons for problems, events, and actions
• Express opinions and explain reasoning (because . . .)

Page 193, Presentation, Word Choice
• Use some language from stories when retelling them

PK.LT-U.3. Question, compare, and predict story events

Interactive Read-Aloud and Literature Discussion

Page 21, Thinking Within the Text
• Follow the events of a simple plot and remember them enough to discuss or reenact a story
• Show awareness of a topic (content from a text) and make related comments or pose related questions

Page 21, Thinking Beyond the Text
• Use background knowledge to understand settings, story problems, and characters
• Use background knowledge to understand the content of a text
• Acquire new content from listening to stories and informational texts
• Predict what will happen next in a story
• Talk about what a character is like, how a character feels, or what a character might do (inference)
• Make connections between new texts and those heard before
• Make connections between texts and their own lives

Page 21, Thinking About the Text
• Understand that there can be different interpretations of the illustrations
• Give reasons (either text-based or personal experience) to support thinking
• Discuss motivations of characters
• Discuss the problem in a story
• Discuss new information learned

Page 21, Thinking About the Text
• Begin to form opinions about books and say why
• Share thinking about a story or topic
• Talk about how texts are similar and how they are different
• Understand that there can be different versions of the same story
• Identify favorite books and why

Shared and Performance Reading

Page 55, Thinking Within the Text
• Notice and use information from pictures to understand and remember text
• Remember and use repeating language patterns
• Talk about characters, problems, and events in a story

Page 55, Thinking Beyond the Text
• Make predictions as to what will happen in a story
• Anticipate exciting places or the ending of a story in discussion with the teacher
• Anticipate exciting place or the ending of a story by remembering it
• Express personal connections with the content of texts, characters, or events in a story
• Notice and talk about texts that are alike in some way
• Infer feelings of characters in stories

Page 55, Thinking About the Text
• Recognize and talk about the beginning and the ending of a story
• Talk about whether or not they liked a book and say why
• Talk about favorite parts of a story
• Notice when the text is funny and say why
• Notice when the writer/illustrator has used special features of print such as very large print

Oral, Visual, and Technological Communication

Page 192, Listening and Speaking, Content
• Talk about how people, places, or events are alike and different
PK.LT-U.4. Relate book experiences to own life

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Beyond the Text
- Use background knowledge to understand settings, story problems, and characters
- Use background knowledge to understand the content of a text
- Predict what will happen next in a story
- Talk about what a character is like, how a character feels, or what a character might do (inference)
- Make connections between new texts and those heard before
- Make connections between texts and their own lives
- Give reasons (either text-based or personal experience) to support thinking

Shared and Performance Reading
Page 55, Thinking Beyond the Text
- Anticipate exciting places or the ending of a story in discussion with the teacher

PK.R.2. Explore a rich variety of objects and materials provided to discover how things work, what things do, and why things happen

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Ask questions to clarify or deepen understanding of a text

Shared and Performance Reading
Page 55, Thinking Within the Text
- Follow the teacher's pointer in a coordinated way while reading text with group support
- Use phrasing, pausing, and word stress with the teacher's support
- Mimic the teacher's expression
- Discuss how to read a text with the teacher and other children

Page 55, Thinking Beyond the Text
- Make connections between texts and their own lives
- Use details from illustrations in discussion of a story or informational text
- Give reasons (either text-based or personal experience) to support thinking
- Discuss new information learned

Page 55, Thinking About the Text
- Share thinking about a story or topic
- Talk about how texts are similar and how they are different

Strand: Research

PK.R.1. Use adults as resources to answer questions, clarify information, and demonstrate tasks

Interactive Read-Aloud and Literature Discussion
Page 21, Thinking Within the Text
- Ask questions to clarify or deepen understanding of a text

Shared and Performance Reading
Page 55, Thinking Within the Text
- Notice and follow texts that are organized around a special feature such as numbers, days of the week, ABCs

Writing
Page 117, Writing Process, Rehearsing/Planning, Content/Topic/Theme
- Observe objects in the environment (people, animals, etc.) as a source for group or individual writing

Page 117, Writing Process, Rehearsing/Planning, Inquiry/Research
- Use drawings to tell a series of ideas learned through inquiry about a topic
PK.R.3. **Use books and other print materials to find information**

**Interactive Read-Aloud and Literature Discussion**

*Page 21, Thinking Within the Text*
- Talk about interesting information learned from a text
- Pick up important information while listening and use it in discussion
- Notice and use important information from the pictures
- Show awareness of a topic (content from a text) and make related comments or pose related questions

*Page 21, Thinking Beyond the Text*
- Use background knowledge to understand the content of a text
- Acquire new content from listening to stories and informational texts
- Interpret meaning from illustrations
- Discuss new information learned

*Page 21, Thinking About the Text*
- Understand when texts are based on established sequences such as numbers, days of the week, or seasons
- Understand the meaning of some aspects of text structure (beginning, end, next)

**Shared and Performance Reading**

*Page 55, Thinking Within the Text*
- Notice and use information from pictures to understand and remember text

*Page 55, Thinking About the Text*
- Notice and follow texts that are organized around a special feature such as numbers, days of the week, ABCs

**Phonics, Spelling, and Word Study**

*Page 218, Early Literacy Concepts*
- Notice and talk about photographs, pictures, drawings, and familiar written words (names, Mom)
- Note print in the environment and look for its meaning
- Understand that print conveys meaning
- Distinguish between print and pictures
- Use print in a variety of ways—labels, signs, stories, books
- Understand the variety of purposes of print in reading
- Understand that books are sources of information

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**Writing About Reading, Pages 78–79**

**Writing, Pages 114–19**

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**IMAGINATIVE WRITING**

**PK.W-I.1. Dictate ideas and stories**

**Writing About Reading**

*Page 78, Functional Writing*
- Dictated labels or short sentences describing a drawing

*Page 79, Thinking Within the Text*
- Label drawings (dictated, temporary spelling, or letter-like forms)

*Page 79, Thinking Beyond the Text*
- Dictate or use interactive writing to predict what might happen in a story
- Draw and sometimes label or dictate sentences about something in their lives prompted by characters or events in a story

*Page 79, Thinking About the Text*
- Notice and remember some interesting language from a text, sometimes using it to dictate stories or talk about drawings

**Writing**

*Page 114, Narrative, Memoir, Writing in the Genre*
- Tell, draw, or approximate writing to tell about stories they have heard or read
- Tell, draw, or approximate writing to tell about personal experiences

*Page 116, Craft, Organization, Text Structure*
- Express ideas related to a topic or a thematic study so that some one else can write them (dictation)
- Tell stories for dictation that have a beginning, middle, and end

*Page 116, Craft, Organization, Presentation of Ideas*
- Tell about experiences or topics in a way that can be written by the teacher

*Page 116, Craft, Idea Development*
- Explain points in dictated or shared/interactive writing
EXPOSITORY WRITING

PK.W.E.2. Write to convey meaning

Writing About Reading

Page 79, Thinking Within the Text
- Use drawing (or other art media) to represent characters and actions from a story
- Use drawing (or other art media) to represent information from a book
- Reenact or retell stories that have been heard
- Use some vocabulary from stories

Writing About Reading

Page 79, Thinking Beyond the Text
- Draw to show how a character feels
- Label drawings to show what a character might be saying
- Dictate or use interactive writing to predict what might happen in a story
- Use interactive writing and drawing to show the events of a story in sequence (story map)
- Draw and sometimes label or dictate sentences about something in their lives prompted by characters or events in a story

Writing

Page 114, Informational, Understanding the Genre
- Understand that you can write to tell what you know about something

Page 114, Informational, Literary Nonfiction, Writing in the Genre
- Make a drawing of an object or process and approximate writing or talking about it
- Make a series of drawings showing an object or process and approximate writing or talking about it

Page 115, Functional, Labels, Understanding the Genre
- Understand that a writer or illustrator can add labels to help readers understand drawings
- Understand that labels provide important information

Page 115, Functional, Labels, Writing in the Genre
- Begin to label drawings in approximated writing

Page 115, Functional, Friendly Letters, Understanding the Genre
- Understand that people use writing to communicate with each other
- Understand the different kinds of written communication people use (notes, letters, email)
- Understand that written communication can be used for different purposes (information, invitations, “thank you” letters)
- Understand that invitations must include specific information

Page 115, Functional, Lists and Procedures, Understanding the Genre
- Understand the purpose of a list
- Understand that captions can be written under pictures to give people more information
- Understand that a list of directions can help in knowing how to do something

Page 115, Functional, Lists and Procedures, Writing in the Genre
- Make a list for an authentic purpose

Page 117, Writing Process, Rehearsing/Planning, Purpose
- Write (or approximate writing) for a variety of purposes in particular environments (for example, restaurants, house, shops, doctor’s office)

Page 117, Writing Process, Rehearsing/Planning, Audience
- Include important information that the audience needs to know
Page 118, Writing Process, Rehearsing/Planning, Gathering Seeds/Resources/Experimenting with Writing

• Record information in drawing and approximated writing

Page 118, Writing Process, Rehearsing/Planning, Content/Topic/Theme

• Observe objects in the environment (people, animals, etc.) as a source for group or individual writing

Page 118, Writing Process, Rehearsing/Planning, Inquiry/Research

• Use drawings to tell a series of ideas learned through inquiry about a topic

Page 119, Writing Process, Editing and Proofreading, Understanding the Process

• Understand that writers try to make their writing and drawings interesting and informative

Page 119, Writing Process, Viewing Self as a Writer

• Have ideas in mind to tell, write, draw about

**PK.W-E.3.** Make clear attempts to convey a message in writing

**Writing**

Page 116, Craft, Organization, Presentation of Ideas

• Present ideas in logical sequence

Page 116, Craft, Language Use

• Understand that what you think you can say, and what you say you can write

Page 116, Conventions, Text Layout

• Begin to understand that print is laid out in certain ways and the lines and spaces are important

Page 117, Conventions, Punctuation

• Understand that punctuation marks are related to the way text is read

Page 117, Writing Process, Rehearsing/Planning, Purpose

• Draw and write for a specific purpose
• Plan drawing and writing for different purposes
• Begin to adjust drawing and dictated messages according to the purpose
• Write (or approximate writing) for a variety of purposes in particular environments (for example, restaurants, house, shops, doctor’s office)

Page 117, Writing Process, Rehearsing/Planning, Audience

• Become aware of the people who will read the writing and what they will want to know
• Include important information that the audience needs to know

Page 118, Writing Process, Drafting/Revising, Understanding the Process

• Understand that writers can share their writing with others

Page 119, Writing Process, Drafting/Revising, Changing Text

• Understand that writers can change text or drawings to make them clearer or more interesting to readers

Page 119, Writing Process, Editing and Proofreading, Understanding the Process

• Understand that writers try to make their writing and drawings interesting and informative
• Understand that making letters clearly and using space makes writing easier to read

**Strand: English Language Conventions**

**PK.EL.1.** Use coherent and increasingly complex sentences

**Writing**

Page 116, Conventions, Grammar, Sentence Structure

• Use simple but conventional sentence structure when suggesting ideas for interactive/shared writing

Page 116, Conventions, Grammar, Parts of Speech

• Use nouns and verbs in agreement most of the time when suggesting ideas for shared/interactive writing or producing language for dictation
• Use prepositional phrases when suggesting ideas for shared/interactive writing or producing language for dictation
• Use modifiers (red dress; ran fast)

**PK.EL.2.** Describe concepts and past and future events

**Writing**

Page 114, Narrative, Memoir, Writing in the Genre

• Use some words orally that indicate passage of time (then, again, after)

Page 116, Conventions, Grammar, Tense

• Use past tense in describing past events when suggesting ideas for shared/interactive writing or producing language for dictation
• Use present tense to describe something (I like . . .)
• Begin to use future tense (I’m going to go . . .)
PK.EL.3. Add descriptive words to basic subject–verb–object sentences

Writing
Page 116, Conventions, Grammar, Parts of Speech
• Use modifiers (red dress; ran fast)

PK.EL.4. Print own name

Writing
Page 117, Conventions, Spelling
• Write name conventionally (all capital letters or capital letter and lowercase)

Page 117, Writing Process, Rehearsing/Planning, Purpose
• Write name on drawing and writing

PK.EL.5. Use letter(s) to represent an entire word; use letter strings to represent phrases and sentences

Writing
Page 117, Conventions, Spelling
• Write in scribbles or random strings
• Mix in some letter-like symbols when writing in scribbles
• Use known letters from name to make repeated patterns on a page

Phonics, Spelling, and Word Study
Page 218, Early Literacy Concepts
• Use letters in one's name to represent it or communicate other messages