

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

SECTION 1: Activities to Standards Correlation

In this section, individual skills within the five strands of the English Language Arts and Reading domain of the 2012 Revised Texas Essential Knowledge and Skills for Kindergarten are grouped according to twelve major activities promoted by School Literacy and Culture. There is a basic description of each SLC activity beneath its title, including how it would be seen in a kindergarten classroom. Teachers who are incorporating an SLC activity in their classroom curriculum are addressing the individual skills listed below that activity's title and description.

Story Dictation and Dramatization

During story dictation:

- The child dictates a story of his or her choosing to a teacher who acts as scribe, echoing the child's words, but asking questions for clarification or adding details. The teacher writes the words the child decides upon.
- The teacher rereads the story when the child has finished, makes any changes/additions the child wishes to make, and asks the child if s/he wishes to give a title to the story, which is added and underlined if the child chooses a title.
- The teacher lets the child recall the characters in the story as she lists them and then helps the child choose from her/his classmates to be the cast of actors for the dramatization. If the story includes too many characters for the stage area to accommodate, the author is asked to decide which characters are the most important and need an actor and which characters can be "invisible" and created in the actors and audience members' imagination.
- The child gets a copy of the story to take home that day to share and a copy is added to the class story binder that is placed in the classroom library area for children to read.

During story dramatization:

- The teacher begins by showcasing the author while reading the story once to the entire class who has gathered at the staging area.
- The stage is set with input from the author about where different settings might be on the stage and any suggestions the author has for her/his cast about how to portray their parts.
- The teacher reads the story a second time while the author and other actors act it out (without props or costumes or rehearsals); the teacher provides cues for dialogue and encouragement for improvised dialogue/motions as needed and enforces the "no touching" rule for safety.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Dictation and Dramatization (*cont'd*)

Over the course of the year, story dictation and dramatization should be a routine part of the curriculum so that each child has a chance to tell multiple stories and participate as an actor in many stories. The following may be observed during the ongoing dictation and dramatization process:

- The teacher encourages narrative development through natural conversation (e.g. "What an exciting party that must have been!" or "I love how you used the word *foolish!*") as well as thoughtful questioning for clarification and additional details (e.g. "Was it Batman or Robin who came running in the door?" or "I wonder how the purple jaguar got from the cave to the zoo." or "What will that look like when you and your friends act it out on our stage?") S/he encourages the addition of dialogue between the characters. (e.g. "What did the fairy say when the caterpillar brought her the new slippers?")
- The teacher helps the child think about his/her own creative thinking by asking how the child came up with a character, storyline, interesting word or phrase and by asking the child what the word or phrase means.
- The teacher encourages skills development according to the child's individual needs by offering correct grammar/tense/subject verb agreement as a choice and discussing the "book way" of putting words together (e.g. "Me and my brother" vs "My brother and I" or "Do you want me to write 'The cats fought each other.' or 'The cats fought each other.'?")
- The teacher uses discussion of intended dialogue, mood, emotion or inflection to help the child decide on the intended punctuation using the correct names: *period, exclamation mark, question mark, comma, quotation marks*. Mini-lessons might occur in which the child is asked to identify/circle high frequency words, nouns, action words, CVC words (when the phonemes are given by the teacher) as well as other appropriate skills. Conventions of print may be highlighted to help children follow them when writing independently.
- The teacher incorporates discussion of main idea, main character, and plot development while helping the child decide upon a title.
- As children develop reading proficiency, the teacher may invite them to read along with her/him as they reread the completed story. As they become more proficient, they may be invited to read their stories aloud by themselves to the teacher and/or to the entire class before the dramatization.
- As the stories increase in both length and complexity (depending on the number of stories taken), the actors follow more complex directions and engage in more intricate dialogue and are encouraged to provide appropriate ad lib dialogue thus increasing the audience's interest and attention span.
- As the children have more experience, the authors may be invited to direct the dramatization as s/he participates as an actor.
- Class discussions after dramatization allow for the sharing of favorite parts (by author, audience and teacher) and further questioning of the author by the audience. Revising and editing can be addressed at this time and changes can be made to the paper copy.
- Children become more actively involved with the ownership of the stories, choosing to sign their own names, write words they know how to spell, write names of the characters and/or names of the cast members. They might begin rereading and reenacting stories or scribing classmates' dictated stories spontaneously during free choice time or recess. They might choose to create a picture book of their stories at the writing center, which can then be added to the class library or just add a single illustration for a story to the class binder.
- Children bring their own cultural perspectives and family experiences and interests to the stories they tell which helps develop a sense of community within the classroom.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Dictation and Dramatization (cont'd)	
110.11. English Language Arts and Reading, Kindergarten	
b) Knowledge and Skills	
(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication
	(B) Identify upper- and lower-case letters
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text
	(D) recognize the difference between a letter and a printed word
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g. through kinesthetic or tactile actions such as clapping and jumping)
(2) Reading/ Beginning Reading Skills/ Phonological Awareness	(A) identify a sentence made up of a group of words
	(C) identify syllables in spoken words
	(F) blend spoken phonemes to form one-syllable words
	(G) blend spoken phonemes to form one-syllable words
(3) Reading/Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content
	(D) Identify and read at least 25 high-frequency words from a commonly used list
(4) Reading/Beginning Reading/ Strategies	(B) ask and respond to questions about texts read aloud
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations.
	(B) recognize that compound words are made up of shorter words.
(6) Reading/ Comprehension of Literary Text/Theme and Genre	(A) identify elements of a story including setting, character, and key events
	(C) recognize sensory details
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud
	(B) describe characters in a story and the reasons for their actions
(13) Writing/ Writing Process	(A) plan a first draft by generating ideas for writing through class discussion

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Dictation and Dramatization (cont'd)	
(13) Writing/Writing Process (cont'd)	(B) develop drafts by sequencing action or details in the story
	(C) revise drafts by adding details or sentences
	(D) edit drafts by leaving spaces between letters and words
	(E) share writing with others
(14) Writing/Literary Texts	(A) dictate or write sentences to tell a story and put the sentences in chronological sequence;
	(B) follow oral directions that involve a short related sequence of actions.
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;
	(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over);
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and (C) use complete simple sentences.
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation	(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
	(B) capitalize the first letter in a sentence; and
	(C) use punctuation at the end of a sentence.
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
	(C) write one's own name.
(21) Listening and Speaking/Listening	(A) listen attentively by facing speakers and asking questions to clarify information; and
	(B) follow oral directions that involve a short related sequence of actions.
(22) Listening and Speaking/Speaking	Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Dictation and Dramatization (cont'd)	
(23) Listening and Speaking/Teamwork	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
Reading and Comprehension Skills	
Reading/Comprehension Skills	(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
	(B) ask and respond to questions about text;
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Adult-Authored Dramatization
<p>During adult-authored dramatization:</p> <ul style="list-style-type: none"> • The teacher chooses an adult-authored story and reads it to the class intentionally highlighting possible unknown vocabulary, modeling action and expression, and inviting the children to participate while sitting at their places. The story usually contains a manageable number of characters, short text, and a fair amount of action and dialogue. • After discussing the story, being sure to mention targeted vocabulary and naming the characters (discussing main characters and secondary ones), the teacher chooses children to be the actors in a fair way (names drawn from a jar, checklist of names, etc.) to ensure that over the course of several weekly adult-authored dramatizations, each child will have a turn to participate. • The characters and cast are listed on the board, chart, or pre-prepared page which might include a copy of the book's cover. • The cast is called to the stage area and the other students move into their predetermined positions as members of the audience. • The teacher sets the stage to provide enough space for changing scenes and entrances and exits of cast members. • The teacher rereads the story while the actors say their lines (with cues from the teacher or appropriate ad lib dialogue) and perform the actions (with teacher noting the actors' understanding of the story line, vocabulary, and intended outcomes of the action). The teacher intervenes when necessary to make suggestions for action or dialogue cues or movement on the stage. • At the end of the performance, the actors bow and the audience applauds.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Adult-Authored Dramatization (cont'd)

After the dramatization:

- The teacher guides a discussion about the drama allowing the students to make compliments to the actors and suggestions for changes that could occur during a subsequent dramatization of the same text and checks for comprehension.
- The text is placed in the library area so that children can freely reread and reenact the text.

Over the course of the year, adult-authored dramatization should occur at least once weekly so that the children may benefit from the dialogue, pacing, vocabulary, and storyline that good children's literature models. The following can be observed during ongoing adult-authored dramatization:

- The teacher publicizes the cast and characters of the stories in some way (listing in a notebook that is placed in the library area, posting them on a wall inside and/or outside of the classroom, etc.)
- Children re-enact songs, rhymes, and a variety of stories during circle (large group) time and in small groups created intentionally by the teacher or formed spontaneously by the children during free choice time or recess.
- As a result of class discussions about and participation in dramatizations, the children learn about and begin using stage language—*character, cast, actor, actress, stage, wings, upstage, downstage, audience, applause, etc.*
- Children begin to borrow and incorporate adult authors' vocabularies, styles, plotlines, characters, etc. into their own conversations and stories (i.e. saying, "I'm giving you an ultimatum!" after dramatizing *Click, Clack, Moo: Cows That Type* by Doreen Cronin or dictating or independently writing a story that includes "seventeen brothers and sisters" after dramatizing *Mortimer* by Robert Munsch.) If the children choose, they can illustrate their stories to make picture books that can be added to the class library area.
- The teacher and/or the students can put together story baskets (explained in further detail later) that can be used to reenact the stories.

(1) Reading/ Beginning Reading Skills/Print Awareness	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(G) identify different parts of a book (e.g., front and back covers, title page).
(2) Reading/ Beginning Reading Skills/ Phonological Awareness	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Adult-Authored Dramatization (cont'd)	
(4) Reading/ Beginning Reading/Strategies	(A) predict what might happen next in text based on the cover, title, and illustrations; and
	(B) ask and respond to questions about texts read aloud.
(5) Reading/ Vocabulary Development	A) identify and use words that name actions, directions, positions, sequences, and locations;
	B) recognize that compound words are made up of shorter words;
	D) use a picture dictionary to find words.
(6) Reading/ Comprehension of Literary Text/Theme and Genre.	(A) identify elements of a story including setting, character, and key events;
	(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
	(C) recognize sensory details; and
	(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud; and
	(B) describe characters in a story and the reasons for their actions.
(21) Listening and Speaking/Listening	(A) listen attentively by facing speakers and asking questions to clarify information; and
	(B) follow oral directions that involve a short related sequence of actions.
Reading and Comprehension Skills	
Reading/ Comprehension Skills	(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
	(B) ask and respond to questions about text;
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(D) make inferences based on the cover, title, illustrations, and plot;
	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities Texas to Kindergarten Standards

Name Curriculum, Alphabetic Understanding, and Word Work

During incorporation of name curriculum:

- The teacher displays children's names and pictures throughout the room including, but not limited to, the dramatic play center (as part of a class phonebook), writing center (with a class mailbox), library center (as part of a class book), block center (with children's pictures mounted on blocks), as well as on the helper chart, "cast of characters" list for adult-authored dramatizations, storytelling lists, pocket charts, and cubbies.
- An ABC center allows children to manipulate the letters in their own names and their classmates' names through activities such as cut-apart name puzzles, name trains (Unifix cubes with letters written on them or alphabet connecting cubes), letter tiles, and magnetic letters.
- The teacher gives children daily opportunities to see their names used in meaningful ways such as News of the Day, sign-in, turn-taking lists, picture graphs, and labeled artwork.
- The teacher connects introduction/review of letter names and sounds to the letters in children's names ("Yes, *bear* starts like *Bobby*." Or "*Bobby* and *bear* and *Bianca* all start with the letter 'b'.")

Over the course of the year, name curriculum is expanded to include general alphabetic understanding in addition to a deeper investigation of children's names. The following may be observed during ongoing expansion of name curriculum, alphabetic understanding and word work:

- The teacher gradually removes the pictures from the children's nametags as they develop the ability to recognize the names by the letters alone and adds middle and last names.
- Names' beginning letters/sounds are correlated with environmental print that is meaningful to children ("*Charlie* starts like *Cheerios*.").
- Picture or object sorts are made according to beginning or ending letter/sound in relation to beginning and/or ending letter/sound of child's name. (i.e. *Mask* does begin like *Margaret*, *hen* does not. *Boat* ends like *Margaret*, *car* does not)
- The teacher uses rhyming games (such as the *Name Game* song: "Tonya, Tonya Bo-Bonya, banana fana Fo-Fonya...") to further connect the letters and letter sounds.
- Children graph the letters in their names to see which are the most common. (*Margaret* would put her name under *m*, *g*, *e*, *t* and twice under *a* and *r*.)
- Children update an ongoing class alphabet book (with one or more pages per letter) by adding their names, favorite words, and environmental print to the relevant pages.
- Children write their own names using an uppercase letter for the first and lowercase letters for the rest of their first and last names.
- At the ABC/Word Work center children use the letters in their names and their friends' names to create VC, CVC, CVCC, CCVC or CVCV words. They record the words they made and use them in sentences or a story.
- Students "read around the room" to find and record words containing letters in their names.
- Students make words with Wikki Stix and then make a crayon rubbing of the words.
- Students play letter games (i.e. Bananagrams or Applegrams) to make words, writing the words they make.
- Students find words in newspapers or magazines and search for "little" words hiding in "big" words. They record the words found and can use them in sentences or a story.
- Onset and rimes (word families) are explored through a variety of activities. Children record the words they make and use them in a sentence or story.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Name Curriculum, Alphabetic Understanding, and Word Work (cont'd)	
(1) Beginning Reading Skills/ Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
(2) Reading/Beginning Reading Skills/Phonological Awareness	(B) identify syllables in spoken words;
	(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
	(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
	(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
	(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
	(H) isolate the initial sound in one-syllable spoken words; and
	(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).
(3) Reading/Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted;
(5) Reading/Vocabulary Development	(D) use a picture dictionary to find words
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (ii) nouns (singular/plural);

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Name Curriculum, Alphabetic Understanding, and Word Work (cont'd)	
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation	(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
	(B) capitalize the first letter in a sentence
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")
	(C) write one's own name

News of the Day

During incorporation of the news of the day:

- The teacher chooses several children each day to dictate a short sentence of news either individually or during group time.
- The teacher vocalizes the news as s/he writes it (usually on chart paper or sentence strips), models left-to-right progression, spaces between words, punctuation marks, use of uppercase letters, and includes the child's name in the speaker's tag at the beginning (Preeti said, "I went to soccer.") or end ("I went to soccer," said Preeti.)
- The teacher re-reads the news as she tracks the print with a pointer during group time and the children may point out various conventions of print (letters, punctuation, etc.)

Over the course of the year, news should be given on a daily basis with each child having a chance to dictate news at least once every other week. The following may be observed during ongoing implementation of news of the day:

- The teacher will stretch out the words (speak slowly) so that the individual phonemes are more distinct.
- Children will recognize their own names, classmates' names, periods, sight words, quotation marks, separations between words, capital vs. lower case letters, etc.
- The news is posted at children's level so that the children may reread it and use pointers, Wikki Stix, pencils, etc. to mark known words and punctuation.
- The teacher may begin to "share the pen" by allowing students to come up and write words that they know how to spell.
- Children begin to write their own news of the day either during the taking of the news itself or at the writing and dramatic play centers.
- The news may also be copied onto sentence strips, cut apart into words, and manipulated by the children in centers or small groups.
- The teacher might purposefully write the news with mistakes in any or several of the conventions of print—no uppercase letters or using them in the middle of words, wrong or no punctuation, misspelled high frequency words the children know, no spaces between some of the words, etc.—and then allow volunteers to come up to "fix up" the mistakes.
- The teacher may introduce parts of speech, compound words, word families, adding details, summarization, complete sentence structure, etc. in addition to conventions of print. News of the day is an ideal time for children to learn about these concepts; the children are engaged with the text and motivated because the words are theirs.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

News of the Day (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness. Students understand how English is written and printed	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
(3) Reading/ Beginning Reading Skills/Phonics.	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(D) identify and read at least 25 high-frequency words from a commonly used list.
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations;
	(B) recognize that compound words are made up of shorter words;
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;
	(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over);
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and
(C) use complete simple sentences.	

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

News of the Day (cont'd)	
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation	(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
	(B) capitalize the first letter in a sentence; and
	(C) use punctuation at the end of a sentence.
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
	(C) write one's own name.
(22) Listening and Speaking/Speaking	Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
(23) Listening and Speaking/Teamwork	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Read-Aloud
<p>During read-aloud:</p> <ul style="list-style-type: none"> • The teacher reads aloud quality literature chosen from a variety of genres (picture books, informational text, poetry, fantasy, etc.) • Prior to the read-aloud the teacher has intentionally identified vocabulary that might be new or hard to understand so that s/he can stop and discuss as the word or phrase is read. (i.e. In the book <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin, the words and phrases <i>typewriter, electric blanket, neutral party, ultimatum, go on strike</i> will need to be discussed and defined so that the text and storyline are understandable.) • The teacher reads aloud at least once each day (three times is better) to both the whole class and to small groups. • The teacher uses a variety of tones of voice, facial expressions, and body language to help the children make connections to the text and stay focused. • Children are allowed to make comments, ask questions, make predictions and inferences, make connections, and interact with the selection as the text allows with the intent of helping increase comprehension without digressing too far from the text.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Read-Aloud (cont'd)

(During read-aloud, *cont'd*)

- Time is allowed after the read-aloud for further discussion and conversation to extend and deepen the children's understandings of the text.
- Subsequent readings of the same texts should be made per the students' requests—immediately after the first reading if time allows and the children haven't already been sitting too long, but as soon as possible thereafter if right away isn't feasible. Follow-up readings allow the children to go deeper into thought about a text and discover new findings that were missed during the first reading.

After reading:

- After reading and discussing the selection, the book is made available for the children to read and enjoy independently, usually by putting it into the class library area.
- Children may participate in extensional activities—dramatization, story baskets, research projects, illustrating favorite parts, art activities, class made books (retellings, new endings, sequels), etc. of both their own choosing and at the teacher's suggestion.

Over the course of the year, read-aloud should occur on a daily basis (preferably more than once each day) with children being read to in large groups, small groups, and one-on-one with the teacher. The following may be observed during the year:

- The children use vocabulary associated with books—cover, back, spine, title, author, illustrator, fly pages, title page, dedication page, about the author.
- The children make connections to selections read aloud to them in the context of their own culture and family life and the culture of the school community.
- Children actively participate in the choice of materials for the read-aloud sessions; however, teachers must preview the texts prior to reading to the class.
- Children begin reading aloud to themselves and to classmates using familiar and unfamiliar texts using the three ways to read to self or someone—retell the story, tell the story from the illustrations, read the words. (Boushey and Moser, 2006, *The Daily Five*)
- Charts of new vocabulary words and phrases from the read-aloud selections may be created by the teacher and children as new words and interesting words are discovered/discussed. When children use the words/phrases in conversation or their own writing, tally marks may be put on the chart by the word/phrase used.
- Interesting beginnings and endings from the read-aloud selections—*"In the first place..."*, *"On the morning that..."*, *"It all started when..."*, *"On the first day of the last week of..."*, *"Snip, Snap, this tale's told out."*, *"This is why..."*, *"Believe it or not..."*, etc.—may be posted on charts for children to incorporate into their own writing as desired.

(1) Reading/ Beginning Reading Skills/Print Awareness	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(G) identify different parts of a book (e.g., front and back covers, title page).

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Read-Aloud (cont'd)	
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(B) identify syllables in spoken words
(4) Reading/ Beginning Reading/Strategies	(A) predict what might happen next in text based on the cover, title, and illustrations; and (B) ask and respond to questions about texts read aloud.
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations; (B) recognize that compound words are made up of shorter words; (D) use a picture dictionary to find words
(6) Reading/ Comprehension of Literary Text/Theme and Genre	(A) identify elements of a story including setting, character, and key events; (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience; (C) recognize sensory details; and (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud; and (B) describe characters in a story and the reasons for their actions.
(9) Reading/ Comprehension of Informational Text/Culture and History	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.
(10) Reading/ Comprehension of Informational Text/Expository Text	(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations; (B) retell important facts in a text, heard or read; (C) discuss the ways authors group information in text; and (D) use titles and illustrations to make predictions about text.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Read Aloud (cont'd)	
(11) Reading/ Comprehension of Informational Text/Procedural Texts	(A) follow pictorial directions (e.g., recipes, science experiments); and
	(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
(21) Listening and Speaking/Listening	(A) listen attentively by facing speakers and asking questions to clarify information; and
	(B) follow oral directions that involve a short related sequence of actions.
Reading and Comprehension Skills	
Reading/Comprehension Skills	(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
	(B) ask and respond to questions about text;
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(D) make inferences based on the cover, title, illustrations, and plot;
	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Print Rich Environment

In a classroom with a print rich environment, meaningful print is displayed throughout the room at the children's eye level, often with pictures placed nearby to enhance understanding:

- Centers are labeled as are the materials and storage areas within the centers.
- Books and writing materials are available at all areas (including block, dramatic play, science, math, and art centers).
- A daily pictorial schedule and morning message help children understand the sequence and timing of activities planned for the day.
- Relevant informational text (e.g. directions for washing hands, labeled picture of a firefighter and his equipment, names and pictures of school employees who interact with children) is posted.
- Poems and song lyrics are displayed around the room.
- Print from a variety of cultures is represented in the classroom (e.g. Chinese symbols, Greek alphabet, Spanish words).
- A well-stocked class library is integral to the classroom. (See "Classroom Library")

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Print Rich Environment (cont'd)

Over the course of the year, the need to add to the print rich environment is determined collaboratively by both children and teacher. The following may be observed during ongoing expansion of a print rich environment:

- Children and teachers record observations and measurements at the science center.
- Children create their own labels or use pre-made signs (e.g. Baskin-Robbins, McDonalds) for structures at the block center.
- Cookbooks, menus, phone books, maps, clipboards, and picture books are used in the dramatic play center.
- Recipes for favorite snacks (e.g. trail mix, lemonade) are posted at the snack center.
- Class surveys are taken on clipboards at the math center with results tallied or graphed.
- Children and teachers write reminders and notes about future needs and activities (e.g. "Feed hamster!" grocery list for a cooking project, things needed for a field trip).
- Turn-taking lists are used by the children and teacher to manage popular centers, story dictations, acting in stories, etc.
- A listening center with favorite books and songs is available.
- Labeled artwork is displayed in the art center's art gallery.
- Written/rebus directions (teacher or child-written) are placed at centers that might include activities that require steps.

(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(G) identify different parts of a book (e.g., front and back covers, title page).
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Print Rich Environment (cont'd)	
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list.
(4) Reading/ Beginning Reading/Strategies	(A) predict what might happen next in text based on the cover, title, and illustrations
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations;
	(B) recognize that compound words are made up of shorter words;
	(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
	(D) use a picture dictionary to find words.
(11) Reading/ Comprehension of Informational Text/Procedural Texts	(A) follow pictorial directions (e.g., recipes, science experiments); and
	(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
(12) Reading/Media Literacy	(A) identify different forms of media (e.g., advertisements, newspapers, radio programs)
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(ii) nouns (singular/plural);
	(iii) descriptive words
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Writing Center

At the writing center:

- The teacher provides a dedicated space with a variety of writing implements (e.g. stamps, pencils, gel pens, markers, crayons), surfaces (e.g. unlined paper, notepads, stationery, stapled booklets, envelopes, whiteboards, chalkboards, journals), and supplies (e.g. dictionary, erasers, sharpeners, stencils, word cards, environmental print, lists of children's names, stickers, clip boards, carbon paper).
- The teacher models reasons for writing (e.g. writing letters to each child and "mailing" them in the class mail box, writing a birthday or get well card to a friend, writing a story).
- Children work both independently and cooperatively on a variety of self-chosen activities (e.g. writing notes, copying the daily news, making holiday cards, practicing letter formation, making lists and signs, writing stories or poems).

Over the course of the year, materials at the writing center are rotated frequently to maintain interest. All attempts at writing (including pictorial, phonetic spelling, and conventional spelling) are valued. The following may be observed during ongoing activity in the writing center:

- The teacher is available to scaffold writing (e.g. helping sound out words, modeling correct letter formation, taking dictation).
- Children see themselves as writers and regularly initiate purposeful writing (e.g. letters to their classmates, valentines to their friends, notes to their parents, turn-taking lists for popular activities).
- Children write and illustrate their own books using both invented and conventional spelling.
- Children transfer writing activities to other centers (e.g. signs for the dramatic play center, labels for the block centers, observations for the science center).
- The teacher might put together a themed writing basket/tub that contains figurines, stickers, several books, paper and pencils or pens that go with the theme, a timer, and a list of everything in the basket. After the teacher models how to use the materials, the children may use the baskets. They will spend some of their time (they set the timer for a set amount) using the materials and then after the timer goes off they write about their experiences with the materials. They might write a "how to" paper or a story; a new version or retelling of one of the books. At the end of the work time they must use the inventory list to make sure everything gets back into the basket. More than one basket may be available.
- Students' individual journals may be kept in the writing center so that they can choose to compile their writing work in the journal or work on a piece over time (revising and editing).

(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Writing Center (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness (cont'd)	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(G) identify different parts of a book (e.g., front and back covers, title page)
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
	(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
	(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
	(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
	(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
	(H) isolate the initial sound in one-syllable spoken words; and
	(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations;
	(B) recognize that compound words are made up of shorter words;
	(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
	(D) use a picture dictionary to find words

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Writing Center (cont'd)	
(11) Reading/ Comprehension of Informational Text/Procedural Texts	(A) follow pictorial directions (e.g., recipes, science experiments); and
	(B) identify the meaning of specific signs (e.g., traffic signs, warning signs)
(13) Writing/Writing Process	(A) plan a first draft by generating ideas for writing through class discussion;
	(B) develop drafts by sequencing the action or details in the story;
	(C) revise drafts by adding details or sentences;
	(D) edit drafts by leaving spaces between letters and words; and
	(E) share writing with others
(14) Writing/ Literary Texts	(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
	(B) write short poems
(15) Writing/ Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;
	(iv) prepositions and simple prepositional phrases
	appropriately when speaking or writing (e.g., in, on, under, over);
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and
	(C) use complete simple sentences.
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation	(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
	(B) capitalize the first letter in a sentence; and
	(C) use punctuation at the end of a sentence.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Writing Center (cont'd)	
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
	(C) write one's own name.
(19) Research/Research Plan	(A) ask questions about topics of class-wide interest; and
	(B) decide what sources or people in the classroom, school, library, or home can answer these questions.
(20) Research/Gathering Sources	(A) gather evidence from provided text sources; and
	(B) use pictures in conjunction with writing when documenting research.
(22) Listening and Speaking/Speaking	Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
(23) Listening and Speaking/Teamwork	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
Reading and Comprehension Skills	
Reading/Comprehension Skills	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Classroom Library

In the classroom library:

- A comfortable, engaging space is allotted for the display and use of quality children's literature. This space may include open shelving, magazine racks, small bins of books, large bins of books, soft seating, "book buddies" (stuffed animals), story baskets, works of art, lamps, and rugs. Materials are displayed to appeal to children and invite them to read.
- Books are organized by category or theme so that both children and teachers can easily access and replace them.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Classroom Library *cont'd*

(In the classroom library *cont'd*)

- Materials represent a variety of categories including but not limited to: books that have been read aloud, books that celebrate differences and promote understanding, books to encourage discussions of feelings and fairness, informational (non-fiction) texts, classic books (including fairy tales, nursery tales and rhymes), fantasy books, alphabet books, wordless books, number books, multilingual texts, books with beautiful illustrations, books suitable for an author study, books that promote phonological awareness, books with variation of print and page orientation, poetry books, books that expand vocabulary, books with predictable/repetitious texts, books to dramatize, books that are just read for pleasure, class-made books, dictated stories binder, books that the children bring to share with the class, magazines, kid-friendly newspapers.
- The teacher demonstrates and models going into the library area, making choices about the book to read, where to sit, whether to read alone or with a “buddy” or classmate, how to handle the book while reading, and what to do with the book when finished. This will not be a one-time event that happens when the library area is first introduced, but will need to occur regularly when new materials are added or as a reminder when children “forget”.

Over the course of the year, the library is intentionally and continually updated. The following may be observed in an ever-expanding classroom library:

- The teacher routinely goes into the library during the literacy block to work with/read with one child or a small group. S/he also occasionally goes to the library during free choice time to encourage the children to choose to use the library.
- As seasons change, themes change, holidays approach, a new interest develops, a new author is studied, etc., new books are added and usually replace books from previous themes, author studies, etc.
- Favorite books may be showcased or placed in a special section of the library so that they are always available.
- As whole class and individual student books are written, they are added to the library with a little bit of fanfare to celebrate the class authors. Class-made books include, but are not limited to: rewrites of a favorite book; creative collaborations based on field trips, class pets, a target object; re-creation of familiar pattern or repetitious books (*The Important Book*, *How to Be*, *It Looked Like Spilt Milk*, etc.)
- Children are encouraged to “check out” books from the class library to take home to read with family members. Teachers make suggestions that include books that are at the children’s independent reading level if they are already reading, but children are also allowed choices not based on reading level.
- Children are encouraged to share their personal books and temporarily lend them to the class library.
- Children learn what to do when a book needs a repair. A “Book Hospital” basket might be housed in the library so that the library helper can make sure the teacher is aware of books that need repair.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Classroom Library (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
	(G) identify different parts of a book (e.g., front and back covers, title page).
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
	(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
	(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
	(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
	(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
	H) isolate the initial sound in one-syllable spoken words; and
	(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Classroom Library (cont'd)	
(4) Reading/ Beginning Reading/Strategies	(A) predict what might happen next in text based on the cover, title, and illustrations; and
	(B) ask and respond to questions about texts read aloud.
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations;
	(B) recognize that compound words are made up of shorter words;
	(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
	(D) use a picture dictionary to find words.
(6) Reading/ Comprehension of Literary Text/Theme and Genre	(A) identify elements of a story including setting, character, and key events;
	(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
	(C) recognize sensory details; and
	(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
(7) Reading/ Comprehension of Literary Text/Poetry	Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud; and
	(B) describe characters in a story and the reasons for their actions.
(9) Reading/ Comprehension of Informational Text/Culture and History	Students are expected to identify the topic of an informational text heard
(10) Reading/ Comprehension of Informational Text/Expository Text	(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
	(B) retell important facts in a text, heard or read;
	(C) discuss the ways authors group information in text; and
	(D) use titles and illustrations to make predictions about text.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Classroom Library (cont'd)	
(11) Reading/ Comprehension of Informational Text/Procedural Texts	(A) follow pictorial directions (e.g., recipes, science experiments); and
	(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
(12) Reading/Media Literacy	(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
	(B) identify techniques used in media (e.g., sound, movement).
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;
	(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and
(C) use complete simple sentences.	
(19) Research/Research Plan	(A) ask questions about topics of class-wide interest; and
	(B) decide what sources or people in the classroom, school, library, or home can answer these questions.
(20) Research/Gathering Sources	(A) gather evidence from provided text sources; and
	(B) use pictures in conjunction with writing when documenting research.
(21) Listening and Speaking/Listening	(B) follow oral directions that involve a short related sequence of actions
Reading and Comprehension Skills	
Reading/Comprehension Skills	(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
	(B) ask and respond to questions about text;

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Classroom Library (cont'd)	
Reading and Comprehension Skills (cont'd)	
Reading/Comprehension Skills <i>cont'd</i>	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(D) make inferences based on the cover, title, illustrations, and plot;
	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Dramatic Play Center
<p>At the dramatic play center:</p> <ul style="list-style-type: none"> • The teacher allows children to have a voice in planning how the center will be set up (e.g. what props are needed, what roles will be needed, how costumes can be made at the free art center). • The teacher provides both specific props (e.g. phones, purses, cooking utensils) and open-ended props (e.g. pieces of fabric, paper scraps, plain blocks). • The teacher intentionally includes props (e.g. cookbooks, clipboards, informational text, notepads) to advance literacy skills. • The children are allowed to make home-school connections via literacy props that are meaningful to them (e.g. local restaurant menus, household products, magazines, catalogs). • The teacher adds to children's knowledge about the center's theme with pictures, visitors, field trips, and books (e.g. being visited by a firefighter while the dramatic play center is set up as a fire station). <p>Over the course of the year, the dramatic play center should be changed regularly in conjunction with a change of themes in the class curriculum. The following may be observed during ongoing activity in the dramatic play center:</p> <ul style="list-style-type: none"> • The teacher gradually allows the children to take more control in planning the center and joins the play only briefly to help advance a scenario (e.g. plays the part of a customer in a hair salon). • Children spend an increasing amount of time planning their play while needing fewer specific props to create the roles and scenarios. • Five or six children may play at one time with the focus being on the relationships, roles, and role speech rather than on the props. • Children are able to stay with roles for increasing length of time and may wish to "save" a scenario so that they can return to it later in the day. • Children naturally incorporate literacy choices into their play (e.g. making shopping lists, checking a map for directions, reading books to sleeping babies, writing prescriptions). • The dramatic play center might become a setting or location of a favorite book or type of book—forest, zoo, school, castle, bridge, skyscraper—so that a favorite story/theme can be repeatedly re-enacted or "rewritten."

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Dramatic Play Center (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
(2) Reading/ Beginning Reading Skills/ Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list.
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud; and
	(B) describe characters in a story and the reasons for their actions.
(15) Writing/ Expository and Procedural Texts	Students are expected to dictate or write information for lists, captions, or invitations.
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Dramatic Play Center (cont'd)	
(16) Oral and Written Conventions/Conventions, <i>cont'd</i>	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance), <i>cont'd</i> :
	(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and (C) use complete simple sentences.
(18) Oral and Written Conventions/Spelling Students spell correctly	(C) write one's own name.
(22) Listening and Speaking/Speaking	Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
(23) Listening and Speaking/Teamwork	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
Reading and Comprehension Skills	
Reading/Comprehension Skills	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Group Stories	
<p>During the creation of a group story:</p> <ul style="list-style-type: none"> • The teacher may choose to work with the entire class or meet with small groups. • Prior to beginning the teacher has a short reminder discussion about what makes a good story—"grab you" beginning, interesting characters, interesting actions, dialogue, interesting descriptions, specific vocabulary, etc. (Discussion may include the difference between a "stick figure" story [boring] and a "fully formed and dressed" story [interesting]) • The teacher begins the story with an opening sentence ("Once, there was a lonely dragon") on a large piece of paper that is posted where the entire group can see it easily. 	

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Group Stories (*cont'd*)

(During the creation of a group story, *cont'd*)

- Each child has an opportunity to contribute a sentence or two to the story. This may be accomplished by asking for volunteers, choosing names from a bag, checking names off a list, etc., but all children make a contribution. Just as in individual dictation, the teacher echoes the child's words and asks for clarification or elaboration as necessary before writing the sentence. Discussion might occur when the storyline makes a dramatic deviation from what has preceded. (Although a goal is to honor each child's contribution, the major goal of the activity is to end up with a coherent story.)
- Periodically, the teacher rereads the current content of the story encouraging the children to follow along and join in. Rereading serves as a reminder of what has come before for the next contributor and as an opportunity for children to read aloud in a "safe" whole group moment.
- More than one session will likely be required to complete the story—perhaps, half the class participates during two sessions.
- After the story is completed, the teacher reads the whole story. S/he helps the students see places where revision and editing are needed to improve the story (giving characters names, adding dialogue, providing more description, etc.) and intentionally guides students to include literary language, newly-learned vocabulary, etc.
- In another session, the story is re-read and the teacher guides a discussion of an appropriate title by reminding the students that a title usually give clues about the story's content or characters and that an interesting title is often what hooks a person to want to read the content. Title suggestions are taken from volunteers—as many as offered within a reasonable time—and the class votes on the title, first narrowing choices to three "finalists" and then choosing "the one."
- The teacher creates a final publishable copy to display alongside the rough draft.

Over the course of the year, class stories should be taken at regular intervals. The following may be observed during ongoing creation of group stories:

- Finished stories may be extended through dramatization, story mapping, or creation of a class picture book created by having each child illustrate the page that contains his/her sentence contribution which the teacher has written or typed on the page.
- The teacher may focus a mini-lesson on a specific aspect of storytelling including, but not limited to, problem solving, character development, descriptive vocabulary, beginning/middle/end, "grab-you" beginning, and dialogue between characters,
- The teacher might motivate the children by using an object (seashell, rainstick, jingle bell, food) to inspire the children to brainstorm descriptive words they associate with the object. As the students call out their words, the teacher writes them down on chart paper and encourages them to use all their senses (with safety reminders about tasting only edible items) as they think of additional words. Children are encouraged to be creative in their ideas, using onomatopoeia or by blending words to create a new word. After the list of "Power Writing" words is complete, the children are encouraged to include words from the list in creating the group story. Later in the year, the children can write their own "Power Writing" list of words.
- A chart may be created "Stories Can Be About..." that includes topics generated and illustrated by the students. The chart can be used for group story ideas as well as dictated and self-written stories.
- Children transfer what they have learned during the creation of group stories to their own dictated and self-written stories.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Group Stories (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
(3) Reading/ Beginning Reading Skills/Phonics	(D) identify and read at least 25 high-frequency words from a commonly used list.
(5) Reading/ Vocabulary Development	(A) identify and use words that name actions, directions, positions, sequences, and locations;
	(B) recognize that compound words are made up of shorter words;
(6) Reading/ comprehension of Literary Text/Theme and Genre	(A) identify elements of a story including setting, character, and key events;
	(C) recognize sensory details
(8) Reading/ Comprehension of Literary Text/Fiction	(B) describe characters in a story and the reasons for their actions.
(13) Writing/Writing Process	(A) plan a first draft by generating ideas for writing through class discussion;
	(B) develop drafts by sequencing the action or details in the story;
	(C) revise drafts by adding details or sentences;
	(D) edit drafts by leaving spaces between letters and words; and
	(E) share writing with others.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Group Stories (cont'd)	
(16) Oral and Written Conventions/Conventions	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
	(i) past and future tenses when speaking;
	(ii) nouns (singular/plural);
	(iii) descriptive words;
	(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
	(v) pronouns (e.g., I, me);
	(B) speak in complete sentences to communicate; and (C) use complete simple sentences.
(22) Listening and Speaking/Speaking	Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
(23) Listening and Speaking/Teamwork	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
Reading and Comprehension Skills	
Reading/Comprehension Skills	(B) ask and respond to questions about text;
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(E) retell or act out important events in stories; and
	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Poetry and Songs

During incorporation of poetry and songs:

- The teacher intentionally chooses poetry and songs that expand children’s oral language and vocabulary, represent a variety of cultures and styles, connect to phonological awareness skills, and appeal to young children.
- The teacher reads all types of poetry—rhyming and non-rhyming, metered (rhythmic) and free-verse, form poetry, shape poetry, etc.—remarking on new vocabulary, emotions invoked, and meter or rhymes (if included in the poem). Writing the shorter poems on charts or bringing in commercially produced copies provides opportunities for the students to have poetic styles anchored in their eyes.
- After song lyrics become anchored in their ears (they have memorized the words) the lyrics are provided to the children on charts or commercially produced posters.
- Individual lines of poems and song lyrics can be written on sentence strips and the children have to put them in the correct order. Individual words can be written on sentence strips and the children have to re-create the poem using the cards. This becomes self-correcting by providing a model of the poem on chart or paper.
- The teacher leads children in creating their own poetry or composing their own songs.
- The “Power Writing” activity (from “Group Stories” above) may be used as inspiration for writing poetry and songs.
- Using poetry that can be sung using a familiar tune—“I’m a Little Teapot”, “Baa, Baa, Black Sheep”, “Skip to My Lou”, etc. encourages children to play with singing other poems to familiar tunes.

Over the course of the year, poetry and songs should be incorporated regularly during large group, small group, and transition times. The following may be observed during ongoing use of poetry and songs:

- Poetry and songs are used routinely for beginning the day, transitions, and ending the day. Children can be transitions helpers and select the poems or songs for moving from one activity to another or for taking a quick break from sitting a while.
- Charts displaying poetry and songs are placed at children’s level throughout the room—library, doors, walls, writing center, word work center, etc.
- Children are invited to interact with the poetry charts using pointers, wikki-sticks, or other implements to identify and mark words they can read, words that rhyme, compound words, nouns, action words, describing words, place words, sight words, word wall words, etc.
- Children can be given copies of the poems to put into their own personal “Poetry/Song” folders. The students follow along with the poems and written lyrics as the poems are read and songs are sung and they can learn to read the words through repeated readings/singings. These folders go into their “read to self/someone” (*The Daily Five*) collections and for guided reading small groups.
- Children can rewrite poems and song lyrics replacing certain words with their own words without altering the form of the poem.
- Children begin experimenting with writing their own rhymes and poems and song lyrics following the patterns set by those that have been used in class.
- Children incorporate the vocabulary/language patterns they hear in poems and songs into their conversations and dictated and self-written stories.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Poetry and Songs (cont'd)	
(1) Reading/ Beginning Reading Skills/Print Awareness	(A) recognize that spoken words can be represented by print for communication;
	(B) identify upper- and lower-case letters;
	(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
	(D) recognize the difference between a letter and a printed word;
	(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;
(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
	(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
	(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
	(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
	(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
	(H) isolate the initial sound in one-syllable spoken words; and
	(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Poetry and Songs (cont'd)	
(5) Reading/ Vocabulary Development	<p>(A) identify and use words that name actions, directions, positions, sequences, and locations;</p> <p>(B) recognize that compound words are made up of shorter words;</p>
(6) Reading/ Comprehension of Literary Text/Theme and Genre	(C) recognize sensory details;
(7) Reading/ Comprehension of Literary Text/Poetry	Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
(14) Writing/Literary Texts	<p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p>(B) write short poems.</p>
(16) Oral and Written Conventions/Conventions	<p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p style="padding-left: 40px;">(i) past and future tenses when speaking;</p> <p style="padding-left: 40px;">(ii) nouns (singular/plural);</p> <p style="padding-left: 40px;">(iii) descriptive words;</p> <p style="padding-left: 40px;">(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</p> <p style="padding-left: 40px;">(v) pronouns (e.g., I, me);</p> <p>(B) speak in complete sentences to communicate; and</p> <p>(C) use complete simple sentences.</p>
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
(21) Listening and Speaking/Listening	<p>(A) listen attentively by facing speakers and asking questions to clarify information; and</p> <p>(B) follow oral directions that involve a short related sequence of actions.</p>
(22) Listening and Speaking/Speaking	Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Poetry and Songs (cont'd)	
(23) Listening and Speaking/Teamwork	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
Reading and Comprehension Skills	
Reading/Comprehension Skills.	(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
	(B) ask and respond to questions about text;
	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
	(E) retell or act out important events in stories

Story Baskets
<p>When incorporating story baskets:</p> <ul style="list-style-type: none"> • The teacher chooses a poem or book and reads it to the class, modeling actions and expressions. The story is dramatized by the class (see “Adult-Authored Dramatization”) and usually contains a manageable number of characters and a fair amount of action. • The teacher places a copy of the book in a basket or small tub along with representations of the characters (puppets—hand or stick, small stuffed animals, magnetic pictures, plastic or rubber replicas, etc.) and (optional) important props (i.e. bowls, chairs, beds for <i>Goldilocks and the Three Bears</i>). • The teacher introduces the story basket to the whole group and then models how to use the materials to retell/re-enact the story. The modeling is repeated with small groups of the students and individual students to ensure the proper use of the materials. • The basket is then placed in a designated area—library, story basket shelves, or appropriate learning center—so that the students may use them independently during literacy and free work times. • Small groups or an individual child retell the story by using the book and manipulating the characters and props to re-enact the actions and dialogue. <p>Over the course of the year, story baskets should be used regularly as natural and authentic extensions of read-alouds and adult-authored dramatizations. The following may be observed during extensions with story baskets:</p> <ul style="list-style-type: none"> • The teacher always introduces new story baskets through the modeling process (above), but makes several available for the students’ use at any given time. As interest wanes in a basket, the teacher removes it and replaces with a new one. Removed baskets can be brought out later in the year for students to revisit. • Children take responsibility for monitoring the use of the baskets (assigning who will read and who will manipulate the other materials) with decreasing input from the teacher.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Baskets (cont'd)

(The following may be observed during extensions with story baskets *cont'd*)

- Children will retell stories with increasing comprehension and fluency as well as greater attention to the detail of plot, vocabulary, expressive characterization, and literary language.
- Children will begin to suggest books—adult-authored or child/class written—for story baskets and create or bring in materials to put them together. The teacher can make sure that the art center contains materials needed for making puppets—stick or cloth—and props.
- The story basket book and materials may be taken home overnight in a special backpack and shared with families.

(1) Reading/ Beginning Reading Skills/Print Awareness	(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
	(G) identify different parts of a book (e.g., front and back covers, title page).
(4) Reading/ Beginning Reading/Strategies	(A) predict what might happen next in text based on the cover, title, and illustrations; and
	(B) ask and respond to questions about texts read aloud.
(6) Reading/ Comprehension of Literary Text/Theme and Genre	A) identify elements of a story including setting, character, and key events;
	(C) recognize sensory details; and
	(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
(8) Reading/ Comprehension of Literary Text/Fiction	(A) retell a main event from a story read aloud; and
	(B) describe characters in a story and the reasons for their actions.
(21) Listening and Speaking/Listening	(B) follow oral directions that involve a short related sequence of actions.
(22) Listening and Speaking/Speaking	Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
(23) Listening and Speaking/Teamwork	Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Story Baskets (cont'd)	
Reading and Comprehension Skills	
Reading/ Comprehension Skills	(D) make inferences based on the cover, title, illustrations, and plot;
	(E) retell or act out important events in stories;

Phonological Awareness
<p>During incorporation of phonological awareness:</p> <ul style="list-style-type: none"> The teacher intentionally provides opportunities to explore seven levels of phonological awareness, including listening, rhyming, phoneme substitution, alliteration, sentence segmenting, syllable segmenting/blending, and onset-rhyme blending/segmenting. The teacher offers a variety of playful and engaging activities (with special emphasis on incorporation of music and poetry) to provide real-world connection to these levels. Children generally work with larger units of sound before moving to smaller units of sound; however, flexibility in implementation is encouraged. <p>Over the course of the year, phonological awareness activities should be incorporated regularly during small group, large group, and transition times. The following may be observed during ongoing implementation of phonological awareness activities:</p> <ul style="list-style-type: none"> The teacher uses a variety of noisemakers (rattle, drum, etc.) to get children's attention and later challenges children to identify a noisemaker when its noise is made while it's hidden from view. (<i>listening</i>) Children suggest changes to a familiar rhyme (<i>Humpty Dumpty sat on a chair, Humpty Dumpty cut his long hair</i>) to show understanding of rhyming pairs. (<i>rhyming</i>) Children sing the oldie song, <i>Name Game</i> ("<i>Jaden, Jaden bo-Baden, banana-fana-fo Faden...</i>") while transitioning to an ancillary class. (<i>phoneme substitution</i>) A center activity has a tray of small toys (e.g. hammer, hat, pencil, pot,) and a divided pet food dish with labels (picture of a horse, picture of a pig) so that children may sort by onset. (<i>alliteration</i>) While recording a child's daily news, the teacher uses a different color of marker for each word to accentuate the difference between words within sentences. (<i>sentence segmenting</i>) When being dismissed to centers, each child claps the syllables in a simple compound word ("Dog-house: that's <i>two!</i>") or his/her name ("Ro-ber-to – that's <i>three!</i>") before choosing an activity. (<i>syllable segmenting</i>) The teacher assigns onset and rime parts of a word to two children(/b/ to child #1, /at/ to child #2), then has them repeat their sounds until the word ("bat") is identified. (<i>onset-rime blending/segmenting</i>) The class sings the <i>Bingo</i> song clapping the letters as usual, but as each new stanza is sung, the name is sung without the deleted letters (i.e.2nd part "farmer...dog and "Ingo" was his name-o...) and just the letters of the new name are sung. (I-N-G-O), etc. (<i>phoneme deletion</i>)

SCHOOL LITERACY & CULTURE

2014 Correlation of SLC Activities to Texas Kindergarten Standards

Phonological Awareness (*cont'd*)

(The following may be observed during ongoing implementation of phonological awareness activities, *cont'd*)

- Play "I Spy" having children look for things that rhyme with the called word ("I spy something that rhymes with block." *clock*) or needs to have a sound deleted and/or added ("I spy something that is 'lock' with /k/ before the /l/." *clock*) or with the "spyer" saying all the phonemes for the target object ("I spy something that is /b//l//a//k/." "I spy a /b//l//o//k/.") (rhyming, phoneme deletion, phoneme addition, segmenting, blending)

(2) Reading/ Beginning Reading Skills/Phonological Awareness	(A) identify a sentence made up of a group of words;
	(B) identify syllables in spoken words;
	(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
	(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
	(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
	(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
	(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
	(H) isolate the initial sound in one-syllable spoken words; and
	(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).
(3) Reading/ Beginning Reading Skills/Phonics	(A) identify the common sounds that letters represent;
	(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
	(C) recognize that new words are created when letters are changed, added, or deleted; and
	(D) identify and read at least 25 high-frequency words from a commonly used list.
(18) Oral and Written Conventions/Spelling	(A) use phonological knowledge to match sounds to letters;
	(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
	(C) write one's own name.