

Literacy Place™ 2000: Kindergarten
 correlated to
Building Language for Literacy

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| I. READING | |
| A. EMERGENT LITERACY | |
| 1. Concepts of Print Book Handling | |
| Handles books appropriately | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Know/recognize text moves left to right and top to bottom | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Open books appropriately | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Turn pages from front to back | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Return sweep | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Recognize/use parts of a book (i.e., cover, glossary, table of contents) | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 51; Remembered Rereadings, p. 51 |
| Identify title, author's name, illustrator's name | Introducing the Book, pp. 35, 41, 42, 45, 49 |
| 2. Concepts of Print Print Awareness | |
| Recognize that written messages contain meanings | Sharing a Poem, pp. 29; Second-Language Support, p. 29; Invention Center, pp. 39, 41; Early Rereadings, p. 50; Drawing and Writing, pp. 39, 41; Math Center, p. 58; Block Center, p. 68; Clean-up, p. 81; Cleanup, p. 82 |
| Locate/recognize a word and letter forms | Sharing a Poem, p. 27; Later Rereadings, p. 46; Second-Language Rereadings, p. 50; Art and Writing Center, p. 59; Messy Play, p. 80; Cleanup, p. 82 |

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| Locate/recognize a sentence | Sharing a Poem, p. 27; Later Rereadings, p. 46; Second-Language Rereadings, p. 50; Art and Writing Center, p. 59; Messy Play p. 80; Cleanup, p. 82 |
| Know/recognize words are separated by spaces | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 42; Remembered Rereadings, p. 51 |
| Track print from left to right | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 42; Remembered Rereadings, p. 51 |
| Recognize conventions of punctuation and capitalization | Early Rereadings, p. 42 |
| Read environmental print | Introducing the Book, p. 35 |
| Recognize/match capital and lowercase letters | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| Understand differences between letter, sound, and word | Sharing a Poem, p. 27; Early Rereadings, pp. 36, 50; Later Rereadings, p. 50; Art and Writing Center, p. 59; Messy Play Center, p. 71; Choice Time, p. 80 |
| Identify/use text pattern | Sharing a Poem, pp. 29; Second-Language Support, p. 29; Art and Writing Center, pp. 39, 41; Early Rereadings, p. 50; Drawing and Writing, pp. 39, 41; Math Center, pp. 58; Math Center, p. 63; Block Center, p. 68; Cleanup, p. 81; Cleanup, p. 82 |
| Recognize long and short sentences | Sharing a Poem, p. 27; Later Rereadings, p. 46; Second-Language Rereadings, p. 50; Art and Writing Center, p. 59; Messy Play p. 80; Cleanup, p. 82 |
| Recognize the beginning/ending of a sentence | Children connect key words to this skill. Sharing a Poem, p. 27; Second-Language Support, p. 47; Early Rereadings, p. 50; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| Read emergently | Reading begins by recognizing key words. Sharing a Poem, p. 27; Second-Language Support, p. 47; Early Rereadings, p. 50; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |

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| | Messy Play Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| Recognize sight words (name, environmental print, high frequency) | Later Rereadings, p. 50 |
| understand there is a correct spelling for words | Morning Separation, p. 78; Cleanup, p. 82 |
| recognize own/others' names | Later Rereadings, p. 50 |
| 3. Build Alphabet Knowledge | |
| name letters Aa-Zz | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| match upper and lower case | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| recognize letters Aa-Zz | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| know the alphabet has order/use alphabetical order | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| B. PHONOLOGICAL AWARENESS | |
| explore the concept of rhyming | Early Rereadings, p. 36 |
| identify rhyming sound in nonsense words | Early Rereadings, p. 36 |
| identify long and short words (auditory) | |
| identify non-rhyming words (odddity task) | Early Rereadings, p. 36 |
| identify different initial sound in set of words (odddity task) | Dramatic Play Center, p. 56; Art and Writing Center, p. 58; I |
| identify different final sound in set of | Remembered Rereadings, p. 47 |

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| words (odddity task) | |
| identify same words in different sets (odddity task) | Later Rereadings, p. 50 |
| explore alliteration | |
| blend phonemes into words (oral blending) | Time to Eat, p. 81 |
| blend word parts | Early Rereadings, p. 36; Later Rereadings, p. 37 |
| listen for onset and rime | Early Rereadings, p. 36 |
| separate a word into its individual sounds (oral segmentation) | Time to Eat, p. 81 |
| phonemic manipulation – substitution | Early Rereadings, p. 36; Later Rereadings, p. 37 |
| phonemic manipulation – deletion | |
| match letters and sounds | Sharing a Poem, p. 25; Second-Language Support, p. 25; Int Reading and Listening Center, p. 73 |
| match speech to print | Later Rereadings, p. 50 |
| identify initial sound in words | Dramatic Play Center, p. 56; Art and Writing Center, p. 58; I |
| identify medial sound in words | Time to Eat, p. 81 |
| identify final sound in words | Remembered Rereadings, p. 47 |
| distinguish syllables as individual speech units (oral segmentation) | Time to Eat, p. 81 |
| recognize sound/letter relationships | Sharing a Poem, p. 25; Second-Language Support, p. 25; Int Reading and Listening Center, p. 73 |
| recognize phonograms | |
| recognize rhyming words | Early Rereadings, p. 36 |
| blend phonemes/use phonetic | |

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| strategies to read unfamiliar words | |
| segment words into phonemes | |
| identify sounds in a phonogram | Time to Eat, p. 81 |
| C. LETTER-SOUND RELATIONSHIPS | |
| identify each letter of the alphabet | Sharing a Poem, p. 27; Later Rereadings, p. 46; Art and Writing Center, p. 71; Choice Time, p. 80; Cleanup, p. 82 |
| identify/match consonant letters to sounds | |
| identify/match vowel letters to sounds | |
| identify initial letter/sound in words | Dramatic Play Center, p. 56; Art and Writing Center, p. 58; I |
| identify medial letter/sound in words | Time to Eat, p. 81 |
| identify final letter/sound in words | Remembered Rereadings, p. 47 |
| manipulate beginning sounds of words to make new words | Sharing a Poem, p. 25; Information Assessment, p. 47 |
| manipulate middle sounds of words to make new words | Sharing a Poem, p. 25; Information Assessment, p. 47 |
| manipulate ending sounds of words to make new words | Sharing a Poem, p. 25; Information Assessment, p. 47 |
| blend initial consonant and phonogram | |
| manipulate letters/sounds to form words (build words) | Early Rereadings, p. 36; Later Rereadings, p. 37 |
| blend isolated sounds | |
| participate in word play | Early Rereadings, p. 36; Later Rereadings, p. 37 |
| D. CUEING SYSTEMS | |
| 1. Phonics/Decoding | |
| - consonants (beginning, middle, end) | Singing a Song, pp. 20–21, 22–23; Sharing a Poem, pp. 24–25, p. 81 |

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| - short vowel sounds | Singing a Song, pp. 16–19; Sharing a Poem, pp. 26–27 |
| - phonograms | |
| - sounding out words | Sharing a Poem, p. 25; Second-Language Support, p. 25; Int Reading and Listening Center, p. 73 |
| - read high-frequency words | Later Rereadings, p. 50 |
| E. VOCABULARY | |
| 1. Vocabulary Skills | |
| high-frequency words | Later Rereadings, p. 50 |
| concept words | Later Rereadings, p. 50 |
| antonyms (opposites) | |
| 2. Vocabulary Strategies | |
| Word Identification | |
| use context to determine or confirm word meaning | Singing a Song, pp. 21, 23; Second-Language Support, pp. 25, 35; Later Rereadings, p. 42; Time to Eat, p. 81 |
| use picture clues to determine or confirm word meaning | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 50 |
| categorize words | Later Rereadings, pp. 37, 42, 46, 50; Introducing the Book, p. 35; Writing, p. 47; Second-Language Support, p. 47 |
| word web/cluster | |
| Word Study | |
| word meanings | Singing a Song, pp. 21, 23; Second-Language Support, pp. 25, 35; Later Rereadings, p. 42; Time to Eat, p. 81 |
| onomatopoetic words | |

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| describing words | Introducing the Book, pp. 35, 41, 49; Later Rereadings, pp. 41, 49; Curriculum: Science, p. 39; Second-Language Support, p. 39; p. 43 |
| words from other languages | Second-Language Support, p. 51 |
| family words | Later Rereadings, p. 42, Morning Separation, p. 79 |
| number words | Second-Language Support, pp. 39, 61; Activities Across the Math Center, p. 63 |
| calendar words | |
| color words | Second-Language Support, pp. 29, 61, 71; Sharing a Poem, p. 25 |
| compound words | |
| food words | Singing a Song, pp. 18, 23; Second-Language Support, pp. 29, 39, 47, 51; Sharing a Poem, pp. 25, 27, 29; Introducing the Book, pp. 35, 41, 49; Rereadings, p. 38; Drawing and Writing, pp. 39, 47, 51; Activities Across the Math Center, pp. 39, 47; Social Studies, p. 39; Math, pp. 39, 43, 50; Later Rereadings, p. 50; Dramatic Play Center, pp. 56, 58, 59; Science Center, p. 60; Math Center, p. 64, 65; Messy and Listening Center, p. 72; Morning Separation, p. 78; Timed Writing, p. 82; Quiet Time, p. 83; Dressing, p. 84 |
| feeling words | Introducing the Book, p. 41; Remembered Rereadings, p. 43 |
| verbs (action words) | |
| nouns (persons, things) | |
| animal words | Introducing the Book, pp. 41, 45; Later Rereadings, p. 46; Remembered Rereadings, p. 43 |
| F. COMPREHENSION/THINKING | |
| 1. Pre-Reading Strategies | |
| preview and predict | Introducing the Book, pp. 35, 41, 45, 49; Early Rereadings, p. 41 |

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| use prior knowledge | Sharing s Poem, p. 25; Early Rereadings, p. 36; Later Rereadings, p. 69; Morning Separation, p. 78 |
| set purpose for reading | Introducing the Book, pp. 35, 41, 45, 49 |
| 2. Constructing Meaning | |
| make, confirm, revise predictions | Introducing the Book, pp. 35, 41; Early Rereadings, pp. 36, 42 |
| recognize main ideas/details | Early Rereadings, p. 36; Later Rereadings, pp. 42, 46, 50 |
| distinguish reality/fantasy | Sharing a Poem, p. 29; Informal Assessment, p. 39; Introducing the Book, p. 46 |
| investigate cause/effect | Science Center, pp. 39, 61; Drawing and Writing, p. 43 |
| understand sequence/sequence of events | Second-Language Support, p. 61 |
| understand problem/solution | Early Rereadings, pp. 36, 42; Later Rereadings, p. 42 |
| Understanding Story | |
| understand story within a story | |
| recognize story parts (beginning, middle, end) | Introducing the Book, pp. 35, 41, 45, 49 |
| recognize author's purpose | Early Rereadings, p. 36; Later Rereadings, pp. 42, 46, 50 |
| understand story relationships | Early Rereadings, p. 36; Later Rereadings, pp. 42, 46, 50 |
| respond to literature/extend meaning/share ideas | Introducing the Book, pp. 35, 45 |
| compare and contrast stories/books | |
| retell stories | |
| dramatize a story (act out) | Music and Movement, p. 39; Remembered Rereadings, pp. 42, 46 |

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| recreate familiar stories through pantomime, puppets, clay and story theater | Dramatic Play Center, p. 56; Quiet Time, p. 83 |
| recognize/use story pattern | Remembered Rereadings, p. 43; Science Center, p. 60 |
| explore picture details | Remembered Rereadings, p. 47 |
| understand differences between fiction/non-fiction | Sharing a Poem, p. 29; Informal Assessment, p. 39; Introduction Rereadings, p. 46 |
| 3. Use Comprehension Monitoring | |
| - ask questions | Introducing the Book, p. 35, 45 |
| - relate to personal and/or literary experiences | Sharing a Poem, p. 25; Early Rereadings, p. 36; Later Rereadings Center, p. 69; Morning Separation, p. 78 |
| - use illustrations to understand text | Remembered Rereadings, p. 47 |
| - use graphics to organize information | |
| 4. Reading Across Texts | |
| compare/contrast stories | |
| compare/contrast characters between texts | |
| compare/contrast setting between texts | |
| compare/contrast problem solving between texts | |
| G. Reading Fluency | |
| Oral Reading | |
| choral reading | The read-aloud activities provide opportunities for the teacher to model reading. |

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| echo reading | By Later Rereadings, children should be familiar enough with the text to participate in echo reading. |
| partner reading | The rich resource of books that is provided in <i>Building Language for Literacy</i> gives children the opportunity to read books individually or with a partner during noninstructional time. |
| use punctuation reading with expression | Early Rereadings, p. 42 |
| read along (join in reading aloud) | Later Rereadings, p. 50 |
| small groups read aloud | Later Rereadings, p. 50 |
| Reading Habits/Patterns | |
| read a variety of genres | Sharing a Poem, pp. 24, 26, 28; Introducing the Book, pp. 3-5 |
| H. LITERATURE APPRECIATION | |
| 1. Recognize Literary Genre | |
| ABC book | Alphabet Book, pp. 48-51 |
| Concept book | Placebook, p. 34-39 |
| Fantasy | Rhyming Book, p. 44-47 |
| Folk tale/fable/variant | |
| Mystery | |
| Play/drama | |
| Poetry/rhyme/song | Singing a Song, pp. 16, 20, 22; Sharing a Poem, pp. 24, 26, 28 |
| Realistic fiction | Read Aloud, pp. 40-43 |
| Photo essay | Placebook, pp. 34-39 |
| Information | Placebook, pp. 34-39; Alphabet Book, p. 48-51 |

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| 2. Recognize Narrative Forms | |
| circular story | |
| cumulative story | |
| predictable story | Read Aloud, pp. 40-43; Rhyming Book, pp. 44-47 |
| 3. Recognize Descriptive/ Entertaining Forms | |
| illustrated rhyming story | Rhyming Book, pp. 44-47 |
| picture riddle | |
| poster | Singing a Song, pp. 16-19, 20-21, 22-23; Sharing a Poem, p. 48 |
| identify favorite storybook characters, types of stories, and authors/illustrators | Children have many opportunities to discuss the stories during read-aloud. |
| 4. Literary Elements | |
| character | Introducing the Book, pp. 35, 41, 45, 49 |
| setting | Introducing the Book, pp. 35, 41, 45, 49 |
| plot | Introducing the Book, pp. 35, 41, 45, 49 |
| rhyme/rhythm | Quiet Time, p. 83 |
| point of view | |
| 5. Author's Craft | |
| explore author's craft | Introducing the Book, pp. 35, 41, 45, 49 |
| 6. Illustrator's Craft | |
| explore illustrator's craft | Introducing the Book, pp. 35, 41, 45, 49 |

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| II. WRITING | |
| 1. Emergent Writing Concepts of Print/Print Awareness | |
| directionality | Introducing the Book, pp. 35, 41, 45, 49 |
| recognize letter, word, sentence boundaries | Later Rereadings, p. 50; Morning Separation, p. 78; Cleanup |
| word order in sentence | Morning Separation, p. 78; Cleanup, p. 82 |
| identify punctuation marks (period, question mark, exclamation point) | Early Rereadings, p. 42 |
| build words with manipulatives (magnetic letters, letter cards) | Remembered Rereadings, p. 38 |
| add labels to drawings | Drawing and Writing, pp. 39, 43, 47; Science Center, p. 60; Morning Separation, p. 78 |
| write own name | Science Center, p. 78 |
| Print Awareness | |
| use drawing to express meaning | Drawing and Writing, pp. 39, 43, 47, 51; Art and Writing Ce |
| add labels to drawings to express meaning | Drawing and Writing, pp. 39, 43, 47; Science Center, p. 60; Morning Separation, p. 78 |
| scribble as a form of writing communication | |
| write with symbols that resemble letters and letter shapes | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math (68; Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |
| write with spaces between units to represent words | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math (68; Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |

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| show an awareness of punctuation | Early Rereadings, p. 42 |
| use upper- and lower-case letters | Sharing a Poem, p. 27; Later Rereadings, p. 46; Early Rereadings, p. 47; Reading Center, p. 59; Messy Play Center, p. 71; Choice Time, p. 80; |
| write from left to right/top to bottom | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math Center, p. 68; Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |
| set purpose for writing | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math Center, p. 68; Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |
| Phonemic/Phonetic Development | |
| associate print with spoken language | |
| represent sound/symbol relationships | Sharing a Poem, p. 25; Introducing the Book, p. 49; Reading Center, p. 59 |
| use temporary/transitional spelling | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math Center, p. 68; Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |
| dictate ideas, stories, words, sentences | Second-Language Support, p. 39; Introducing the Book, p. 49 |
| 2. Written Expression | |
| Pictures | |
| draw picture for a response | Drawing and Writing, pp. 39, 43, 47, 51 |
| draw picture/write labels | Drawing and Writing, pp. 39, 43, 47, 51 |
| draw picture to tell a story | Drawing and Writing, pp. 39, 43, 47, 51 |

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| 3. Writing Forms and Genres | |
| ABC book | Alphabet Book, p. 48–51 |
| advertisement/announcement | Art and Writing Center, p. 58 |
| autobiography | |
| cards/letters/postcards | |
| charts | Remembered Rereadings, p. 47; Early Rereadings, p. 50 |
| compound words | |
| cumulative story | |
| descriptive words | Introducing the Book, pp. 35, 41, 45, 49 |
| dialogues/speech balloons | |
| dictated stories, class books, group charts | Remembered Rereadings, p. 47; Early Rereadings, p. 50 |
| directions/instructions | |
| greetings | |
| information books | Placebook, pp. 34–39; Alphabet Book, pp. 48–51 |
| lift-a-flap book | |
| observational log | |
| poetry/song | Singing a Song, pp. 16, 20, 22; Sharing a Poem, pp. 24, 26, |
| recipe | Early Rereadings, p. 46 |
| rhyming sentences/phrases | Remembered Rereadings, p. 38 |
| schedule | |
| sentences | Morning Separation, p. 78; Cleanup, p. 82 |
| signs | Morning Separation, p. 78; Choice Time, p. 80; Time to Eat, |
| similes | |
| steps in a process | |
| story | Placebook, pp. 34–39; Read Aloud, pp. 40–43; Rhyming Book, |

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| story extension | Activities across the curriculum, pp. 39, 43, 47, 51; Second- 43, 47, 51 |
| story innovation | |
| table of contents | |
| verses to a familiar song | Singing a Son, pp. 16, 20, 22 |
| write independently | Morning Separation, p. 78; Cleanup, p. 82 |
| write name | Science Center, p. 60 |
| III. CONVENTIONS OF LANGUAGE | |
| A. GRAMMAR (Syntactic Cueing) | |
| word order in sentences | Morning Separation, p. 78; Cleanup, p. 82 |
| verbs (action words) | |
| nouns (persons, things) | |
| possessives | |
| B. MECHANICS | |
| capitalize first word of sentence | |
| exclamation mark | |
| period | |
| question mark | Early Rereadings, p. 42 |
| C. HANDWRITING | |
| manuscript, forming letters | Sharing a Poem, p. 29; Art and Writing Center, p. 58; Math (p. 68); Choice Time, p. 80; Time to Eat, p. 81; Cleanup, p. 82 |
| pencil grip, paper placement | |
| IV. INTEGRATED LANGUAGE ARTS | |
| LISTENING, SPEAKING, VIEWING | |

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| 1. Listening | |
| listen to a story/poem, including stories on tape | Sharing a Poem, pp. 24, 26, 28; Introducing the Book, pp. 35, 41, 45, 49; Movement, p. 39 |
| follow directions (one-step, two-step) | Children have opportunities throughout <i>Building Language for Literacy</i> of following simple direction, especially during Transition Time. |
| concentrate attention on speaker | Children have opportunities throughout <i>Building Language for Literacy</i> of concentrating on a speaker, especially during Song and Poem and Transition Time. |
| listen to each other, to others, and to the teacher | Early Rereadings, pp. 42, 46, 50 |
| respond to what is heard | Reading and Listening Center, p. 72 |
| listen courteously to others | Early Rereadings, pp. 42, 46, 50 |
| establish a purpose for listening | Introducing the Book, pp. 35, 41, 45, 49 |
| respond to storytelling | Reading and Listening Center, p. 72 |
| 2. Speaking | |
| Demonstrate Speaking Skills | |
| engage in conversation by sharing ideas | Introducing the Book, pp. 35, 45 |
| set a purpose and identify audience | Introducing the Book, pp. 35, 41, 45, 49 |
| participate in group discussion | Introducing the Book, pp. 35, 45 |
| speak in complete sentences | Math, p. 64; Dressing, p. 84 |
| speak to present ideas, information, experiences | Math, p. 64; Dressing, p. 84 |
| use gestures and facial expressions | Music and Movement, p. 39; Remembered Rereadings, p. 43 |

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| interview | |
| speak courteously on the telephone/take phone messages | |
| sing | Singing a Song, pp. 16, 20, 22 |
| present dramatics | Dramatic Play Center, p. 56; Quiet Time, p. 83 |
| orally present poetry | Sharing a Poem, pp. 24, 26, 28 |
| role-play | Remembered Rereadings, pp. 43, 51; Early Rereadings, p. 46 |
| participate in choral reading | The read-aloud activities provide opportunities for the teacher and children to participate in choral reading. |
| participate in echo reading | By Later Rereadings, children should be familiar enough with the text to participate in echo reading. |
| tell a story | Morning Separation, p. 78; Quiet Time, p. 83 |
| retell a story | Morning Separation, p. 78; Quiet Time, p. 83 |
| participate in chants and rhymes | Singing a Song, pp. 17, 21, 23; Introducing the Book, p. 45; |
| recite chants, poems | Sharing a Poem, pp. 24, 26, 28 |
| tell jokes and riddles | |
| give directions | |
| ask and answer questions | Sharing a Poem, p. 29; Introducing the Book, pp. 41, 45, 49 |
| make introductions | |
| use appropriate volume, rate, intonation, clarity | Early Rereadings, p. 36; Science Center, p. 61; Choice Time, Messy Play Center, p. 70 |

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| 3. Viewing | |
| demonstrate active viewing skills/visual literacy | Introducing the Book, pp. 35, 41, 45, 49 |
| use viewing as a learning and entertainment | Introducing the Book, pp. 35, 41, 45, 49 |
| V. EVERYDAY LITERACIES | |
| 1. Research and Study Skills | |
| follow directions | Children have opportunities throughout <i>Building Language for Literacy</i> of following simple directions, especially during Transition T |
| use parts of a book to acquire information: book cover, title page, page numbers, pictures | Introducing the Book, pp. 35, 41, 45, 49 |
| use reference sources to acquire information | |
| use maps | |
| generate questions to research | |
| use schedule | |
| use/understand a library | |
| KWL chart | |
| diagram | |
| graphs | |
| VI. TECHNOLOGY INTEGRATION | |
| 1. Productivity | |
| write on the computer | |
| watch a video | |
| listen to songs/music on audiocassettes | Singing a Song, pp. 17, 21, 23; Music and Movement, p. 39; Center, p. 72; Lining Up, p. 85 |
| listen to literature on audiocassettes | |
| read literature on the computer | |
| use the Internet | |

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| manipulate letters, form words | Morning Separation, p. 78; Cleanup, p. 82 |
| take photographs | |
| phonics audiocassettes | |
| phonics on the computer | |
| view filmstrip | |
| 2. Communication | |
| record on audiocassettes | |
| record stories/retellings on the computer | |
| make a video | |
| 3. Creativity | |
| games on the computer | |
| CD-ROMs | |
| draw on the computer | |
| VII. KINDERGARTEN CONCEPTS | |
| recognize colors and shapes | Activities Across the Curriculum: Math, p. 43 |
| identify opposites | Singing a Song, pp. 17, 21 |
| recognize numbers | Math Center, p. 63 |
| recognize positional relationships: left/right, up/down, in/out, over/under | Singing a Song, pp. 17, 21 |
| recognize days, months, year on calendar | |
| transportation | |
| shapes | Activities Across the Curriculum: Math, p. 43 |
| recognize same/different | |
| recognize patterns | Singing a Song, pp. 17, 21; Introducing the Book, p. 45; Second |

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| recognize living/non-living | |
| name body parts | |
| recognize news | |
| understand ordinal numbers/words (first, last) | Second-Language Support, p. 61 |
| understand time concepts (i.e., morning, afternoon, night) | Morning Separation, p. 79 |
| weather/weather words | Dressing, p. 84 |
| VIII. INTEGRATED CURRICULUM | |
| Math | Activities Across the Curriculum: Math, pp. 39, 43, 47; Math |
| Science | Activities Across the Curriculum: Science, pp. 39, 51; Science |
| Social Studies | Social Studies, p. 39 |
| Music and Movement | Singing a Song, pp. 17, 18, 21, 39 |
| Health and Fitness | Health and Fitness, pp. 39, 47, 81 |
| IX. READING AND WRITING BEHAVIOR | |
| A. Interests and Attitudes | |
| read independently | Because of the print-rich environment that <i>Building Language for Literacy: Supermarket</i> have many opportunities to read independently. |
| read and write for a variety of purposes | Sharing a Poem, pp. 25, 27, 29; Second-Language Support, the Book, pp. 35, 41, 45, 49; Later Rereadings, pp. 37, 46; Learning to Read, pp. 47, 51; Remembered Rereadings, p. 47; Early Rereadings, pp. 58, 59; Science Center, p. 60; Math Center, p. 63; Block Center, p. 71; Choice Time, p. 80; Time to Eat, p. 81 |
| share and recommend books to others | Introducing the Book, pp. 35, 41, 45, 49 |

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|---|---|
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| participate in reading, writing, listening, speaking, and viewing activities | <i>Building Language for Literacy</i> is based on the four foundational skills: phonological awareness, letter/sound knowledge, and print knowledge. The activities that form the instruction and practice for these skills provide students with opportunities to participate in reading, writing, listening, speaking, and viewing activities. |
| appreciate the interpretation of literature through diverse forms of expression | |
| keep a journal | |
| B. Cultural Perspectives | |
| become aware of diverse cultural backgrounds through literature | |
| appreciate the universality of literary themes across cultures and times | |
| X. SUPPORTING ALL LEARNERS | |
| extra help | Special Needs, p. 12 |
| ESL | Second-Language Support, pp. 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73 |
| challenge | Activities across the Curriculum, pp. 39, 43, 47, 51 |