

DODEA
English/Language Arts: Kindergarten Standards Correlated to:
Pearson Longman's Pockets 3 ©2005

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Strand: E1 Reading Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.</p>	
<p>Standard: E1a: Print-Sound Code Kindergarten children should learn the basics of the print-sound code: how letters stand for sounds; how words are constructed from individual sounds; and how words break up into individual sounds. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words.</p>	
<p>Component: E1a.1: Knowledge of Letters and Their Sounds By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • recognize and name most letters; • recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and • use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence. 	<p><i>Pockets 3</i> SE/TE: 6, 7, 16, 17, 26, 27, 36, 37, 46, 47, 56, 57, 66, 67, 76, 77, 86, 87</p>
<p>Component: E1a.2 Phonemic Awareness. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words. Specifically, by the end of the year, we expect kindergarten students to be able to:</p> <ul style="list-style-type: none"> • produce rhyming words and recognize pairs of rhyming words; • isolate initial consonants in single-syllable words; • when a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud; and • blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word. 	<p><i>Pockets 3</i> SE/TE: 6, 7, 16, 17, 26, 27, 36, 37, 46, 47, 56, 57, 66, 67, 76, 77, 86, 87 TE only: Songs 4, 44, 57; Chants 7, 23, 73, 82 ; Activity 3, 16</p>
<p>Component: E1a.3: Reading Words By the end of kindergarten, children should have caught on to the alphabetic idea; i.e., how the writing system works with respect to sounds. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words; • read simple texts containing familiar letter-sound correspondences and high-frequency words; and • read some words on their own, including a small number (about 20) of simple, high-frequency words by "sight"—that is, when children encounter the words in a story, they do not need to sound the words out. 	<p><i>Pockets 3</i> SE/TE: 66, 67, 76, 77, 86, 87; Simple texts 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Standard: E1b: Getting the Meaning Getting the meaning is a complex task that doesn't just happen by reading individual words. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say. Children at the end of kindergarten should understand that every word in a text says something specific.</p>	

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Component: E1b.1: Accuracy and Fluency By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • read level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and • read “emergently”—that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Component: E1b.2: Self-Monitoring and Self-Correcting Strategies When students are rereading a familiar book at the end of kindergarten, we expect them to use self-monitoring and self-correcting skills when necessary to:</p> <ul style="list-style-type: none"> • look at the correct page; • say the word to which they are pointing; • read to make sense. <p>When listening to stories read aloud, children should monitor whether the story is making sense to them. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • ask why a character would do that; • say they don’t understand something; and • say the character “is scared because…” or “did that because…”. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Component: E1b.3: Comprehension In addition to recognizing words, kindergartners should be able to get the gist of texts they read. When they read on their own with expected levels of accuracy and fluency, by the end of the year we expect kindergarten students to:</p> <ul style="list-style-type: none"> • give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing). <p>Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • retell the story in their own words or re-enact it, getting the events in the correct sequence; • respond to simple questions about the book’s content (for example, “Can you tell me what this story was about?” “What was Maria trying to do?” “Why did Antoine hide under the bed?”); • create artwork or a written response that shows comprehension of the story that was read; • use knowledge from their own experience to make sense of and talk about the text; and • make predictions based on illustrations or portions of stories. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Standard: E1c: Reading Habits To be true readers, primary students must develop the habit of reading—a lot. Reading wisely and deeply is a way for students to master reading skills and to acquire background knowledge that helps them construct meaning. Primary students should read and hear a variety of texts and authors, in a variety of</p>	

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>ways, every day.</p> <p>Component: E1c.1: Reading a Lot By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • choose reading as a way to enjoy free time and ask for books to be read aloud to them; • listen to one or two books read aloud each day in school and discuss these books with teacher guidance; • hear another one or two books read to them each day at home or in after-school care; • “reread” or read along—alone or with a partner or adult—two to four familiar books each day; and • engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts). 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p> <p>TE only: 2, 4, 7, 12, 13, 15, 17, 22, 23, 24, 27, 32, 33, 37, 42, 45, 46, 52, 55, 62, 72, 73, 76, 82, 85, 87</p>
<p>Component: E1c.2: Reading Behaviors By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • hold a book right side up and turn pages in the correct direction; • be able to follow text with a finger, pointing to each word as it is read; and • pay attention to what the words they read are saying. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Component: E1c.3: Discussing Books We expect children to discuss books every day. Such discussions allow children to use and extend their vocabularies, to explore the ideas presented in books, to develop and use comprehension strategies, and to show that they can engage in “accountable talk”—conversations in which children build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • give reactions to the book, with backup reasons; • listen carefully to each other; • relate their contributions to what others have said; • ask each other to clarify things they say; and • use newly learned vocabulary. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Component: E1c.4: Vocabulary Most children enter kindergarten with vocabularies that are more than ample for what they read. But because the vocabulary of the books they will read in the first, second and third grades expands dramatically, children’s vocabularies also must grow—even in kindergarten. Children should learn not only new words but also new meanings and uses for familiar words. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • notice words that they don’t know when they are read to and talked with and guess what the words mean from how they are used; • talk about words and word meanings as they are encountered in books and conversations; 	<p><i>Pockets 3</i> SE/TE: Vocabulary is introduced and reviewed throughout the text. New vocabulary, specifically, is introduced in the beginning of each unit on pages: 2, 3, 12, 13, 22, 23, 32, 33, 42, 43, 52, 53, 62, 63, 72, 73, 82 and 83. Also refer to the Tell-a-story sections on pages: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90.</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<ul style="list-style-type: none"> • show an interest in collecting words and playing with ones they like; and • learn new words every day from talk and books read aloud. 	
<p>Strand: E2 Writing Children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and/or acted out along with their attempts to print letters and words. With partners, they respond to one another’s work and help each other—most often by encouraging “add that”—to extend the story and make it more interesting to a reader.</p>	
<p>Standard: E2a: Habits and Processes As early as kindergarten, children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and acted out along with their attempts to print letters and words. With partners, they respond to one another’s work and help each other—most often by encouraging “add that” to extend the story and make it more interesting to a reader. Young writers don’t always make the suggested additions in writing because the physical act of forming letters and the concentration required to sound out and spell words tire them out. What appears on the page usually only hints at the rich composing kindergarten children do mentally. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • write daily; • generate content and topics for writing; • write without resistance when given the time, place and materials; • use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and • make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning. 	<p><i>Pockets 3</i> SE/TE: 6, 7, 16, 17, 26, 27, 36, 37, 46, 47, 56, 57, 66, 67, 76, 77, 86, 87 TE only: 3, 5, 7, 12, 16, 17, 32, 33, 36, 37, 38, 44, 45, 53, 57, 62, 63, 64, 66, 67, 73, 76, 77, 78, 86, 87, 91</p>
<p>Standard: E2b: Writing Purposes and Resulting Genres Kindergartners write to understand and make themselves understood and to participate in the grown-up world of written words and communication. Typically, they are determined and inventive in their often hybrid productions of writing. Kindergarten writing is practically a genre unto itself until children learn to control word boundaries.</p>	
<p>Component: E2b.1: Sharing Events, Telling Stories: Narrative Writing By the end of the year, we expect kindergarten students to produce narratives that:</p> <ul style="list-style-type: none"> • contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together; • tell events as they move through time (control for chronological ordering); • may include gestures, drawing and/or intonations that support meaning; and • may incorporate storybook language (for example, “and they lived happily ever after”). 	<p><i>Pockets 3</i> SE/TE: 87</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Component: E2b.2: Informing Others: Report or Information Writing</p> <p>Kindergarten writers on target to meet standards usually are full of their own new knowledge, and they delight in reporting it to others. They make lists that tell “all about” a particular topic (for example, “all about my brother”, “about whales”, “about me”) and with prompting can reread these texts, leaving out information that is not about the topic. They may mimic the informational reporting style of books they have encountered in the classroom. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • gather, collect and share information about a topic; • maintain a focus—stay on topic; and • exclude extraneous information when prompted. 	<p><i>Pockets 3</i></p> <p>SE/TE: 44, 87</p>
<p>Component: E2b.3: Getting Things Done: Functional Writing</p> <p>Kindergartners should write for functional purposes both within the classroom and outside of school. Youngsters on their way to meeting standards find innumerable reasons for writing to get things done. A child who has erected a block castle might post a warning to classmates not to wreck it. A student whose birthday is coming up might create invitations to a party. By the end of the year, we expect kindergarten students to be able to use writing to:</p> <ul style="list-style-type: none"> • tell someone what to do (for example, give directions, send messages); and • name or label objects and places. 	<p><i>Pockets 3</i></p> <p>SE/TE: 87</p>
<p>Component: E2b.4: Producing and Responding to Literature</p> <p>Children on target for meeting the standards re-enact, retell, borrow and burrow into all forms of literature, including stories, songs, poems and plays. They do this both formally and informally throughout the day. Initially, children’s engagement with literature is mostly oral. Over the course of the year, children also will respond to literature in writing. It is important to emphasize that children’s proficiency at producing literature is dependent upon how deeply they are immersed in literary reading activities. By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • re-enact and retell stories; • create their own stories, poems, plays and songs; and • use literary forms and language. 	<p><i>Pockets 3</i></p> <p>SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Standard: E2c: Language Use and Conventions</p> <p>Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, capitalization and other conventions that will become important later. As a result, most of their writing is readable only by the author.</p>	

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Component: E2c.1: Style and Syntax</p> <p>Kindergarten is early for young writers to notice conventional elements of style; however, the writings of kindergarten children do have a strong voice, even if it consistently one of naiveté' and wonder. The kindergarten writer's voice usually conveys a sense that the author is central to the message. As children grow, their voices will change; their writing will become easier to read aloud and will sound more like natural or story language. By the end of the year, we expect kindergarten students to produce writing that:</p> <p><i>Use one's own language:</i></p> <ul style="list-style-type: none"> • uses the syntax of oral language so it is easy to read aloud. <p><i>Take on language of authors:</i></p> <ul style="list-style-type: none"> • approximates some of the phrasing and rhythms of literacy language. 	<p><i>Pockets 3</i> SE/TE: 87</p>
<p>Component: E2c.2: Vocabulary and Word Choice</p> <p>Just as kindergarten writers get their sense of syntax from the language they hear spoken, so do they rely on oral language for the vocabulary that captures their ideas. By the end of the year, we expect kindergarten students to:</p> <p><i>Use one's own language:</i></p> <ul style="list-style-type: none"> • use words in their writing that they use in their conversation, usually represented phonetically. <p><i>Take on language of authors:</i></p> <ul style="list-style-type: none"> • use in their writing some words they like from the books read to them. • make choices about which words to use on the basis of whether they accurately convey the child's meaning. 	<p><i>Pockets 3</i> SE/TE: 87</p>
<p>Component: E2c.3: Spelling</p> <p>By the end of the year, we expect kindergarten students to:</p> <ul style="list-style-type: none"> • independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher; • reread their own text, with a match between what they say and the words they have written on paper; • pause voluntarily in the midst of writing to reread what they have written (tracking); • leave space between words; • control for directionality (left to right, top to bottom); and • represent words frequently with the initial consonant sound. 	<p><i>Pockets 3</i> SE/TE: 87</p>
<p>Component: E2c.4: Punctuation, Capitalization, and Other Conventions</p> <p>At this stage we do not expect the child to show any regularity in-or even awareness of-punctuation and conventions. Most kindergartners are so preoccupied with the letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or</p>	

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>page. Eventually, they will use the conventional placement of a period at the end of a sentence.</p>	
<p>Strand:E3 Speaking And Listening The most significant feature of language development among kindergartners and first graders is the enormous growth in vocabulary. They continue to talk about topics that are familiar and engaging to them. By this age, they can tell stories that make sense. They can define new words and explain all sorts of things to other students. They are starting to understand the rules of socializing with others.</p>	
<p>Standard: E3a: Habits Talking in a variety of situations and for different purposes is important as children are beginning to write because their early writings are very dependent on their oral language. They can be expected to listen much more attentively now, and they may begin adapting their speech for different audiences. They engage in longer turns of conversation.</p>	
<p>Components: E3a1: Talking a Lot Children's talk that once primarily took place in one-on-one or small-group settings—now encompasses larger groups and audiences. Their comments and questions become more specific that expressing basic ideas needs or feelings. Language play continues to be an important part of their development. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • talk about their ideas, experiences and feelings; • listen to others, signaling comprehension by clarifying, agreeing, empathizing or commenting as appropriate; • playfully manipulate language; • listen to and engage in sentence play; • negotiate how to work and play; • ask or answer focused questions for the purpose of learning something; and • share and talk about what they are reading or learning. <p>In kindergarten and first grade, children transition from speech to print and begin writing daily. We expect children to:</p> <ul style="list-style-type: none"> • share and talk about their writing daily; and • give and receive feedback by asking questions or making comments about truth, clarity, extent, and relevance. 	<p><i>Pockets 3</i> Activity #2, found throughout both texts, addresses asking and answering focused questions.</p> <p><i>Pockets 3</i> TE only: Activity #1:78; Activity #3:3, 32, 34, 64, 65; Creating interest;3; Extension Activity: 8, 11, 24, 28, 36, 42, 52, 53, 58, 68, 82, 83; Tell-a-story sections:9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Components: E3a.2: Talking to One's Self By kindergarten, children begin to recognize the value of talking aloud. They move from a nearly unconscious use of language to purposefully articulating problem-solving strategies and self-correcting while reading aloud. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • make spontaneous corrections to their own behavior, actions or language; • talk to themselves out loud to make plans, guide behavior or monitor thinking; and • mimic the language of adults. <p>While they are reading we expect children to:</p> <ul style="list-style-type: none"> • monitor themselves at the word and sentence levels; and • use a variety of self-correcting strategies. 	<p><i>Pockets 3</i> TE only: Teaching tips: 4, 18, 78, 84</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Components: E3a.3: Conversing at Length on a Topic Children know the difference between questions requiring brief responses and invitations to converse. In addition, their ability to make topic-relevant responses and their attempts to initiate and sustain conversation result in lengthier exchanges. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • initiate conversations by bringing up topics that are likely to interest others; • initiate and sustain a conversation with comments or questions through at least six or seven exchanges; • occasionally ask for or provide clarification; • solicit others' contributions; and • mark new topics explicitly. 	<p><i>Pockets 3</i> TE only: Activity #1:78; Activity #3: 34, 64, 65; Extension Activity: 52, 53, 58, 64</p>
<p>Components: E3a.4: Discussing Books By the end of kindergarten, children use newly learned vocabulary to discuss books that they have read or enjoyed in read-alouds, partner reading or independent reading. They use their own experiences to make sense of and talk about texts and to make predictions. They can retell or reenact events in sequence, respond to simple content questions, and create artwork or written responses that show their comprehension. By the end of first grade, we expect children to:</p> <ul style="list-style-type: none"> • compare two works by the same author; • talk about several books on the same theme; • refer explicitly to parts of the text when presenting or defending acclaim; • politely disagree when appropriate; • ask each other questions that seek elaboration and justification; attempt to explain why their interpretation of a book is valid; • extend the story; • make predictions and explain their reasoning; • talk about the motives of characters; • describe the causes and effects of specific events; • retell or summarize the story; and • describe in their own words new information they gained from the text. 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90</p>
<p>Standard: E3b: Kinds of Talk and Resulting Genres In kindergarten and first grade, children engage in a variety of genres to manage their activities, school, playtime and social interactions. These four genres are identified as narrative explaining and seeking information, getting things done, and producing and responding to performances.</p>	
<p>Components: E3b.1: Narrative Children should require little or no adult prompting to complete a narrative. Their ability to put events in chronological order increases and their level of detail goes beyond basic information and response. They can learn techniques that make their narratives more interesting. They tend to end their narrative before the climax so resolutions require special attention. By the end of first grade, we expect children to:</p> <ul style="list-style-type: none"> • independently give a detailed narrative account of an 	<p><i>Pockets 3</i> SE/TE: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 84, 89, 90, 91</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>experience in which the actual sequence of numerous events is clear. Kindergarten and first grade children should learn to include these elements for telling more interesting and varied narratives:</p> <ul style="list-style-type: none"> • solicit and/or engage the listener's attention directly or indirectly before going into the full account; • orient the listener to the setting; • describe information and evaluate or reflect on it; • develop characters by portraying themselves as one or by talking about another character's goals and motivations; • include quotations; • build the sequence of events to a climax and comment on how things were resolved; or • mark the end of the story directly with a coda to bring the impact of the past experience up to the present time. 	
<p>Components: E3b.2: Explaining and Seeking Information Children's efforts to seek information from books or conversations with others become more focused and organized. Descriptions broaden from physical features, location and position to multiple characteristics. Their descriptions extend beyond themselves to include the emotions, thinking and intentions of others. By the end of first grade, we expect children to:</p> <ul style="list-style-type: none"> • seek or provide information by observing; going to the library; or asking teachers, parents or peers; • listen to information and exhibit comprehension; • request or provide explanations of their own and others' intentions and thinking, especially; • describe things by focusing on multiple characteristics; • describe things in more evaluative terms, giving reasons for evaluations; and • share information that is organized on a topic and supported by a visual aid. 	<p><i>Pockets 3</i> Activity #2, found throughout both texts, addresses this component.</p>
<p>Components: E3b.3: Getting Things Done Children should argue an opinion, yet their viewpoint remains primarily self-centered. They can consider the perspective and needs of another person, giving and/or receiving direction for a lengthier or more complicated sequence of steps. They continue to ask for clarification and take more responsibility for understanding information. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • listen to, comprehend and carry out directions with five or six simple steps; • give directions that include several sequenced steps, explaining and elaborating when necessary; • ask for clarification to carry out more complicated directions, [persisting if necessary]; • use actions, writing or drawing to augment language; and • engage in extended conversations about a problem with both sides presenting and listening to arguments and solutions. 	<p><i>Pockets 3</i> TE only: Please refer to the Teacher Talk box (Activity #2) found on all practice pages in both books.</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<p>Components: E3b.4: Producing and Responding to Performances Children's responses to performances of all kinds move beyond simple reactions to include more evaluative statements. Their performances include rehearsal and memorization of a few lines of a play or poem. Producing performances begins to become more public. They can add read-alouds to the memorized performances. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • give simple evaluative expressions about a performance and explain their reasoning; • critique a performance based on agreed-upon criteria; • ask questions about things that they don't understand; • draw from a rehearsed repertoire to give a brief performance; • rehearse and memorize short poems or lines of a play; and • give a brief author performance or presentation of work. 	<p><i>Pockets 3</i> SE/TE: Simple texts :9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90 TE only: Songs 4, 44, 57; Chants 7, 23, 73, 82</p>
<p>Standard: E3c: Language Use and Conventions Children advance from knowing the most basic rules of interaction to knowing more subtle nuances in speech and social convention. . Frequent playful interchanges with the sounds and meanings of words help to establish the critical connection between oral language and reading and writing. They continue to increase their vocabulary daily.</p>	
<p>Components: E3c.1: Rules of Interaction Children have generally adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • know and be able to describe rules for school interactions; • learn rules for polite interactions; • hold self and others accountable to the rules by using verbal reminders to self and others; and • speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting. 	<p><i>Pockets 3</i> TE only: Activity #1:78; Activity #3: 34, 64, 65; Extension Activity:52, 53, 58, 64 Also, the teacher helps model Rules of Interaction through sharing and demonstrating directions to the activities found in the text.</p>
<p>Components: E3c.2: Word Play, Phonological Awareness and Language Awareness At this age, children are ready to extend word play, as they have developed an appreciation for rhyme and alliteration and have a general awareness of word meanings. Now they are ready to produce certain types of words and become more conscious of their own grammatical constructions. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • produce rhyming words and recognize pairs of rhyming words; • isolate initial consonants in single-syllable words; • segment the onset and the rime in single-syllable words; • segment the individual sounds in single-syllable words by saying each sound aloud; • blend onsets and rimes to form words; 	<p><i>Pockets 3</i> SE/TE: 66, 67, 76, 77, 86, 87 TE only: Songs 4, 44, 57; Chants 7, 23, 73, 82</p>

DODEA English/Language Arts Standards	Pearson Longman's <i>Pockets 3</i> ©2005
<ul style="list-style-type: none"> • blend separately spoken phonemes to make a meaningful work; • play with alliteration, tongue twisters, and onomatopoeia; • begin to use double meanings or multiple meanings of words for riddles or jokes; • vary sentence openers and use a wide range of syntactic patterns; and • examine and discuss the structure of words. 	
<p>Components: E3c.3: Vocabulary and Word Choice Through conversation, daily interaction with adults and peers, and especially reading and being read to, children in kindergarten and first grade continue to increase their vocabulary at an astounding rate. By the end of first grade we expect children to:</p> <ul style="list-style-type: none"> • build word maps that show the relationship between words, placing newly acquired words in categories that are relevant; • begin to define words they know using simple superordinants; • show flexibility within the domain; • learn new words from reading being read to daily and classroom study experiences; • study word families; • know more than one way to describe a particular referent or verb; • recognize multiple meanings or words; • understand that clusters of words refer to the same events or phenomena but from different perspectives; and • increase vocabulary of verbs, adjectives and adverbs to gain fluency and exercise options in word choice. 	<p><i>Pockets 3</i> SE/TE: Story lines: 9, 10, 19, 20, 29, 30, 39, 40, 49, 50, 59, 60, 69, 70, 79, 80, 89, 90 TE only: Ask and Answer questions: Teacher Talk/Children's Response section throughout entire text</p>