

PBS TeacherLine New York
RDLA 160: Teaching Phonics and Spelling for Emergent Readers (Grades PreK – K)

New York Learning Standards: English Language Arts

Standard 1

Students will read, write, listen, and speak for information and understanding.

Key Idea

Listening & reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Performance indicators

Elementary

Students ask specific questions to clarify and extend meaning.

Students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Students support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Key Idea

Speaking & writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Performance indicators

Elementary

Students use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.

New York Learning Standards: English Language Arts

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Key Idea

Listening & reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Performance indicators

Elementary

Students read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.

Students recognize some features that distinguish the genres and use those features to aid comprehension.

Key Idea

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Speaking & writing for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Performance indicators

Elementary

Students present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure.

Students create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary.

New York Learning Standards: English Language Arts Standard 4

Students will read, write, listen, and speak for social interaction.

Key Idea

Listening & speaking oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Performance indicators

Elementary

Students listen attentively and recognize when it is appropriate for them to speak.

Students take turns speaking and respond to others' ideas in conversations on familiar topics.

Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

Key Idea

Reading & writing written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Performance indicators

Elementary

Students exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions.

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- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

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