

***Building Language for Literacy* © 2000 by Scholastic
correlated to
Kindergarten Content Standards
California Department of Education**

Building Language for Literacy provides a rich environment of print and nonprint experiences related to language and literacy development. Focused primarily on four foundational goals—oral language, phonological awareness, letter knowledge, and print knowledge—*Building Language for Literacy* offers an integrated program of instruction. Early childhood activities in music, drawing, mathematics, science, social studies, and so on, engage children as active learners both through direct instruction and well-developed learning-center activities.

Building Language for Literacy builds on children’s life experiences and helps make the home/school connection by focusing activities on familiar places, people, and activities in the home and community. The program encourages children to use prior knowledge to relate to new understandings, thus increasing the possibility of success for each student.

Building Language for Literacy is a practical, yet flexible tool for teachers. Each Unit Guide provides detailed lessons for developing oral language, reading, and writing skills. Informal assessment strategies, second-language support suggestions, and built-in staff development ideas also are part of each Guide. “Blueprint for Literacy” professional workshops—four in each Unit Guide—offer best practices for early literacy development. Clearly labeled lesson objectives and an overall “Pacing and Planning Guide” in each Unit Guide help teachers see exactly what each activity will accomplish.

Teachers also will welcome two other components of the program. The well-organized *Assessment Handbook* provides formal unit-by-unit assessment, as well as mid- and end-year measures. The *Parent Involvement Handbook* contains letters and activities to send home to families as well as ideas for encouraging meaningful parental involvement in classroom life.

READING

Letter knowledge, phonological awareness, and print knowledge are three of the foundational goals of *Building Language for Literacy* (the other is oral language). Because many children learn more easily if they can see and touch a concrete example of a concept, such as a letter/sound correspondence, the program provides numerous suggestions for concretizing the alphabet from reading an alphabet book to counting the repetition of a particular letter on a page to having children write their names. Phonological awareness is developed through the use of poetry; nursery rhymes; rhyming, alliteration, and letter substitution games; and rhythmic activities. Because expanding a child's vocabulary is an important step in the literacy process, *Building Language for Literacy* develops oral language skills and vocabulary. Each lesson develops a set of related vocabulary words, which children will meet first in a song, poem, or book—fiction or nonfiction—and then in related activities. Learning-center projects also provide opportunities for children to learn and use additional new vocabulary.

Throughout *Building Language for Literacy*, children are exposed to a variety of print—fiction and nonfiction trade books, poems, printed words of songs, word cards, alphabet cards, signs, lists, recipes, and so on. By participating in read-alouds and related activities, children develop an understanding that print carries a message and recognize that stories have sequence and flow. Through multiple encounters with these materials, and the modeling strategies used by the teacher, children develop critical concepts of print that aid in the reading process.

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
Concepts About Print	<i>Supermarket</i> pp. 35, 41, 45, 49, 86 <i>Construction Site</i> pp. 23, 35, 39, 43, 49

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
1.1 Identify the front cover, back cover, and title page of a book.	Airport Museum Garden Zoo	pp. 35, 39, 43, 49, 72 pp. 35, 39, 43, 47 pp. 35, 39, 43, 49 pp. 35, 39, 45, 49
1.2 Follow words from left to right and from top to bottom on the printed page.	Supermarket Construction Site Airport Garden Zoo	pp. 19, 50 pp. 19, 24 pp. 27, 43, 51 pp. 21, 23, 41, 73 pp. 19, 40, 47
1.3 Understand that printed materials provide information.	Supermarket Construction Site Airport Museum Garden Zoo	pp. 35, 50, 58, 68, 80 pp. 59, 78, 82, 85 pp. 49, 62, 67, 85 pp. 24, 48, 59, 67, 78 pp. 43, 58, 78, 79 pp. 56, 68, 78, 82, 86
1.4 Recognize that sentences in print are made up of separate words.	Supermarket	p. 36
1.5 Distinguish letters from words.	Supermarket Construction Site Airport Museum Garden Zoo	pp. 16, 20, 35, 51, 59 pp. 16, 22, 36, 40, 44 pp. 16, 20, 28, 36, 40 pp. 16, 22, 28, 39, 48 pp. 16, 22, 28, 36, 40 pp. 16, 23, 28, 36, 40
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	Supermarket Construction Site Airport Museum	pp. 46, 49, 51, 82 pp. 36, 46, 49, 79, 86 pp. 39, 43, 44, 45, 82 pp. 19, 27, 57, 86

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	<i>Garden</i> pp. 37, 40, 44, 86 <i>Zoo</i> pp. 36, 49, 51, 58, 80
Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	<i>Construction Site</i> pp. 37, 49 <i>Airport</i> pp. 49, 84 <i>Museum</i> pp. 27, 35 <i>Garden</i> pp. 18, 37, 46 <i>Zoo</i> pp. 39
1.9 Blend vowel-consonant sounds orally to make words or syllables.	<i>Supermarket</i> p. 25 <i>Garden</i> p. 18 <i>Zoo</i> p. 36
1.10 Identify and produce rhyming words in response to an oral prompt.	<i>Supermarket</i> p. 47 <i>Construction Site</i> pp. 27, 37 <i>Airport</i> p. 37 <i>Museum</i> pp. 17, 37, 44 <i>Garden</i> pp. 18, 44, 45, 46 <i>Zoo</i> pp. 17, 29, 37, 47
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<i>Construction Site</i> pp. 36, 50 <i>Garden</i> p. 18
1.12 Track auditorily each word in a sentence and each syllable in a word.	

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.13 Count the number of sounds in syllables and syllables in words.	
<p>Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p>	<p><i>Supermarket</i> pp. 25, 49, 73, 86 <i>Construction Site</i> pp. 36, 50, 85 <i>Airport</i> pp. 23, 44, 47 <i>Museum</i> pp. 48, 84, 85 <i>Garden</i> pp. 36, 67, 78, 80 <i>Zoo</i> pp. 25, 36, 37, 50, 80</p>
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	<p><i>Supermarket</i> pp. 50, 63 <i>Construction Site</i> pp. 36, 40, 80, 82, 84 <i>Airport</i> pp. 36, 37, 46, 50 <i>Museum</i> pp. 19, 64, 72, 79, 80 <i>Garden</i> pp. 23, 36, 72, 78, 79 <i>Zoo</i> pp. 37, 40, 50, 62, 79</p>
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<p><i>Museum</i> p. 49 <i>Garden</i> pp. 18, 46</p>
<p>Vocabulary and Concept Development</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p><i>Supermarket</i> pp. 38, 50 <i>Construction Site</i> pp. 51, 80, 81 <i>Airport</i> pp. 36, 46, 47, 50, 66 <i>Museum</i> p. 37 <i>Garden</i> p. 60 <i>Zoo</i> pp. 41, 43, 61, 67</p>
1.18 Describe common objects and events in both general and specific language.	<p><i>Supermarket</i> pp. 49, 51, 61, 65, 68 <i>Construction Site</i> pp. 27, 36, 62, 65, 85 <i>Airport</i> pp. 29, 35, 43, 63, 70</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
	Museum pp. 29, 37, 65, 66, 68 Garden pp. 41, 60, 63, 79, 84 Zoo pp. 35, 39, 66, 70, 71

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
Structural Features of Informational Materials 2.1 Locate the title, table of contents, name of author, and name of illustrator.	Supermarket pp. 35, 41, 45, 49, 86 Construction Site pp. 23, 35, 39, 43, 49 Airport pp. 35, 39, 43, 49, 72 Museum pp. 35, 39, 43, 47 Garden pp. 35, 39, 43, 49 Zoo pp. 35, 39, 45, 49
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content.	Supermarket pp. 36, 42, 43, 46, 86 Construction Site pp. 35, 39, 40, 45, 47 Airport pp. 36, 40, 43, 49, 72 Museum pp. 36, 39, 40, 48, 82 Garden pp. 39, 40, 43, 51 Zoo pp. 39, 40, 47, 50

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.3 Connect to life experiences the information and events in texts.	<p>Supermarket pp. 25, 42, 69, 78 Construction Site pp. 21, 39, 43, 58, 60 Airport pp. 21, 39, 68, 84, 85 Museum pp. 21, 35, 39, 43, 70 Garden pp. 25, 59, 67, 68 Zoo pp. 17, 49, 63, 84</p>
2.4 Retell familiar stories.	<p>Supermarket pp. 47, 78, 83 Construction Site pp. 37, 40, 51 Airport pp. 37, 40, 66 Museum pp. 40, 41, 78 Garden pp. 25, 50, 86 Zoo pp. 36, 40, 42, 50, 63</p>
2.5 Ask and answer questions about essential elements of a text.	<p>Supermarket pp. 29, 35, 41, 45, 49 Construction Site pp. 24, 26, 44, 49, 60 Airport pp. 35, 36, 39, 49, 66 Museum pp. 35, 43, 47, 81 Garden pp. 25, 39, 49, 80, 83 Zoo pp. 27, 35, 36, 46, 59</p>

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Distinguish fantasy from realistic text.	
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	<p><i>Supermarket</i> pp. 35, 41, 68, 78, 80 <i>Construction Site</i> pp. 40, 41, 49, 50, 66 <i>Airport</i> pp. 40, 58, 62, 78, 79 <i>Museum</i> pp. 35, 56, 69, 78, 79 <i>Garden</i> pp. 35, 57, 78, 79, 80 <i>Zoo</i> pp. 35, 46, 57, 66, 72</p>
3.3 Identify characters, settings, and important events.	<p><i>Supermarket</i> pp. 42, 43, 46 <i>Construction Site</i> pp. 35, 37, 40, 43, 49 <i>Airport</i> pp. 35, 37, 40, 48, 66 <i>Museum</i> pp. 35, 40, 41, 50, 78 <i>Garden</i> pp. 25, 41, 46, 50, 86 <i>Zoo</i> pp. 35, 39, 42, 50, 51</p>

WRITING

Excited by what they are learning, young children reach a point where they themselves want to express themselves through drawing and writing. Because it is important to encourage children in their attempts, *Building Language for Literacy* provides strategies and activities to encourage these explorations, such as creating lists, writing stories and recipes, and more. The emphasis in *Building Language for Literacy* is on providing opportunities for children to recognize different functional uses for writing and drawing. Throughout the program, writing

activities relate directly to the poems, songs, books, and projects that children are working with.

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>Organization and Focus</p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p>	<p><i>Supermarket</i> pp. 67, 72 <i>Construction Site</i> pp. 60, 72 <i>Airport</i> pp. 62, 72 <i>Museum</i> pp. 37, 59 <i>Garden</i> pp. 27, 41, 60, 72 <i>Zoo</i> pp. 58, 59, 64</p>
<p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p>	
<p>1.3 Write by moving from left to right and from top to bottom.</p>	
<p>Penmanship</p> <p>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</p>	

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The underlying premise of *Building Language for Literacy* is to provide a classroom environment rich in print materials and the use of both oral and written language. Throughout *Building Language for Literacy*, teachers model complete, correct sentences for children to enhance

their success both in writing and in speaking. On a daily basis during Song and Poem Time and Story Time, teachers read aloud expressively to children so they can hear language at its best. Children are often asked to retell stories they have heard, events in which they have participated, and so on. They are encouraged to dictate, write, and speak in complete, correct sentences.

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
<p>Sentence Structure</p> <p>1.1 Recognize and use complete, coherent sentences when speaking.</p>	<p><i>Supermarket</i> pp. 57, 81, 86 <i>Construction Site</i> pp. 17, 51, 58 <i>Airport</i> pp. 69, 73 <i>Museum</i> pp. 45, 86 <i>Garden</i> p. 41 <i>Zoo</i> pp. 17, 80</p>
<p>Spelling</p> <p>1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>	<p><i>Supermarket</i> pp. 67, 72</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic

LISTENING AND SPEAKING

Throughout its suggestions for introducing and using print materials, its “Blueprint for Literacy” lessons, its “Classroom Management,” and its “Informal Assessment” strategies, *Building Language for Literacy* provides models for teachers to encourage children to discuss and share ideas about stories, songs, and poems as well as to put their ideas on paper and to enjoy the acts of reading and writing. Classroom management tips and Transition Time activities teach and reinforce good listening habits.

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
Comprehension	
1.1 Understand and follow one- and two-step oral directions.	<i>Supermarket</i> pp. 21, 27, 80, 82 <i>Construction Site</i> pp. 57, 79 <i>Airport</i> pp. 27, 59, 64, 79, 80 <i>Museum</i> pp. 19, 65, 71, 84 <i>Garden</i> pp. 51, 68, 82, 83, 84 <i>Zoo</i> pp. 59, 80, 84

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	<p>Supermarket pp. 47, 64, 78, 84 Construction Site pp. 49, 51, 61, 65, 67 Airport pp. 40, 41, 47, 49, 79 Museum pp. 25, 27, 44, 66, 82 Garden pp. 27, 39, 69, 83 Zoo pp. 17, 45, 63, 80, 83</p>

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	<p>Supermarket pp. 29, 35, 37, 45, 49 Construction Site pp. 39, 43, 49, 62, 66 Airport pp. 37, 39, 41, 49, 63 Museum pp. 39, 49, 56, 61, 65 Garden pp. 43, 59, 61, 63, 67 Zoo pp. 43, 45, 51, 57, 66</p>

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.2 Recite short poems, rhymes, and songs.	<p><i>Supermarket</i> pp. 16, 27, 45, 49, 82 <i>Construction Site</i> pp. 21, 37, 45, 47, 86 <i>Airport</i> pp. 18, 27, 39, 43, 49 <i>Museum</i> pp. 16, 18, 20, 29, 47 <i>Garden</i> pp. 21, 23, 39, 73, 84 <i>Zoo</i> pp. 20, 29, 45, 51, 79</p>
2.3 Relate an experience or creative story in a logical sequence.	<p><i>Supermarket</i> pp. 19, 41, 47, 78, 83 <i>Construction Site</i> pp. 23, 37, 39, 40, 51 <i>Airport</i> pp. 37, 40, 41, 66 <i>Museum</i> pp. 35, 39, 40, 41, 78 <i>Garden</i> pp. 25, 43, 50, 86 <i>Zoo</i> pp. 36, 40, 42, 50, 63</p>

MATHEMATICS

Building Language for Literacy includes a variety of mathematics experiences for young children. In addition to the two pages of Math Center activities in each unit, the program provides additional opportunities for math skill building in Song and Poem Time, Story Time, and Transition Time. Children may be encouraged to count the repetition of a letter in a poem, count and order objects by size, sort and classify objects, and work with geometric shapes such as circles and triangles. Many of these activities require reasoning and problem-solving skills.

Number Sense

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	
1.2 Count, recognize, represent, name, and order a number of objects (up to 30).	<i>Supermarket</i> pp. 35, 60, 63, 65 <i>Construction Site</i> pp. 37, 65, 81 <i>Airport</i> pp. 36, 67, 85 <i>Museum</i> pp. 51, 67, 84 <i>Garden</i> pp. 47, 50, 62 <i>Zoo</i> pp. 21, 45, 81
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	

2.0 Students understand and describe simple additions and subtractions:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than	

10).	
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3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
3.1 Recognize when an estimate is reasonable.	<i>Construction Site</i> p. 63

Algebra and Functions

1.0 Students sort and classify objects:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	<i>Supermarket</i> pp. 43, 47, 65 <i>Airport</i> p. 66 <i>Museum</i> p. 45 <i>Garden</i> pp. 47, 62, 63 <i>Zoo</i> pp. 43, 51, 66, 67

Measurement and Geometry

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	<i>Supermarket</i> pp. 37, 43, 47, 49, 65 <i>Construction Site</i> p. 63 <i>Museum</i> pp. 24, 35, 45 <i>Garden</i> p. 47 <i>Zoo</i> pp. 43, 51

1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).	<i>Construction Site</i> p. 78 <i>Airport</i> p. 37
1.3 Name the days of the week.	<i>Airport</i> p. 43 <i>Museum</i> p. 84 <i>Garden</i> pp. 72, 73
1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	<i>Construction Site</i> p. 78

2.0 Students identify common objects in their environment and describe the geometric features:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	<i>Supermarket</i> pp. 43, 49, 58, 65 <i>Construction Site</i> pp. 39, 41, 69 <i>Airport</i> p. 69 <i>Museum</i> pp. 37, 39, 43, 45, 67 <i>Garden</i> pp. 47, 51, 58, 59, 63
2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	<i>Supermarket</i> pp. 43, 47, 65 <i>Construction Site</i> pp. 62, 63 <i>Museum</i> p. 45 <i>Garden</i> p. 63 <i>Zoo</i> pp. 43, 51

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	<p><i>Supermarket</i> pp. 37, 47, 63, 64, 65 <i>Construction Site</i> p. 63 <i>Airport</i> pp. 47, 66 <i>Museum</i> p. 45 <i>Garden</i> p. 63 <i>Zoo</i> p. 43</p>
1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	<p><i>Construction Site</i> p. 62 <i>Museum</i> p. 66 <i>Zoo</i> pp. 43, 66</p>

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1.1 Determine the approach, materials, and strategies to be used.	<p><i>Supermarket</i> pp. 65, 66 <i>Construction Site</i> pp. 62, 65 <i>Airport</i> p. 66 <i>Museum</i> pp. 66, 67 <i>Garden</i> pp. 62, 63 <i>Zoo</i> pp. 66, 67</p>
1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.	<p><i>Supermarket</i> pp. 63, 64, 66 <i>Construction Site</i> pp. 62, 63 <i>Airport</i> p. 66 <i>Museum</i> pp. 66, 67</p>

	<i>Garden</i>	pp. 62, 63
	<i>Zoo</i>	pp. 66, 67

2.0 Students solve problems in reasonable ways and justify their reasoning:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
2.1 Explain the reasoning used with concrete objects and/or pictorial representations.	<i>Supermarket</i> pp. 63, 64, 66 <i>Construction Site</i> pp. 62, 63 <i>Airport</i> p. 66 <i>Museum</i> pp. 66, 67 <i>Garden</i> pp. 62, 63 <i>Zoo</i> pp. 66, 67
2.2 Make precise calculations and check the validity of the results in the context of the problem.	<i>Supermarket</i> pp. 63, 64 <i>Construction Site</i> p. 63 <i>Airport</i> pp. 66, 67 <i>Garden</i> pp. 62, 63 <i>Zoo</i> pp. 66, 67

SCIENCE

Classrooms using *Building Language for Literacy* provide children with a sound “scientific beginning”. The children are introduced to science investigations and experimentation. They have opportunities to observe and discuss plants and animals. Each Choice Time learning-center section in each unit provides specific Science Center activities that are appropriate to the unit topic. Children are encouraged to communicate their scientific findings orally and through drawings and writing.

Physical Sciences

1. **Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
a. <i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	<i>Supermarket</i> p. 51 <i>Construction Site</i> p. 41 <i>Airport</i> p. 41 <i>Garden</i> p. 60 <i>Zoo</i> p. 61
b. <i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other.	
c. <i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not.	

Life Sciences

2. **Different types of plants and animals inhabit the earth. As a basis for understanding this concept:**

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
a. <i>Students know</i> how to observe and describe similarities and	<i>Supermarket</i> p. 60

differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	<i>Garden Zoo</i>	pp. 39, 41, 61 pp. 41, 61, 63
b. <i>Students know</i> stories sometimes give plants and animals attributes they do not really have.	<i>Supermarket Museum Zoo</i>	p. 40 p. 38 pp. 38, 44, 48
c. <i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	<i>Supermarket Garden Zoo</i>	p. 51 pp. 39, 60, 61 pp. 41, 61

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic	
a. <i>Students know</i> characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.		
b. <i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	<i>Airport</i>	p. 64

c. <i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	<i>Garden</i> pp. 39, 60, 61
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Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three standards, students should develop their own questions and perform investigations. Students will:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
a. Observe common objects by using the five senses.	<i>Supermarket</i> pp. 43, 49, 84 <i>Museum</i> p. 64 <i>Garden</i> pp. 35, 43, 69
b. Describe the properties of common objects.	<i>Supermarket</i> pp. 60, 70 <i>Construction Site</i> pp. 26, 27, 41, 85 <i>Airport</i> pp. 63, 71 <i>Garden</i> pp. 39, 63 <i>Zoo</i> p. 61
c. Describe the relative position of objects by using one reference (e.g., above or below).	<i>Supermarket</i> pp. 20, 21, 49 <i>Airport</i> pp. 41, 65, 80, 85 <i>Museum</i> p. 19
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).	<i>Supermarket</i> pp. 43, 47, 65 <i>Construction Site</i> p. 41 <i>Airport</i> p. 66 <i>Museum</i> p. 45 <i>Garden</i> p. 47, 51, 62, 63 <i>Zoo</i> p. 43, 51, 66, 67

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
e. Communicate observations orally and through drawings.	<i>Supermarket</i> p. 41 <i>Construction Site</i> pp. 60, 61 <i>Airport</i> pp. 64, 65, 70, 71 <i>Museum</i> pp. 64, 65 <i>Garden</i> pp. 41, 60, 61

SOCIAL STUDIES

The integrated nature of *Building Language for Literacy* presents many opportunities for children to work with social studies learnings. Fostering good citizenship is the basis of many of the activities in each unit’s Transition Time, such as taking turns, sharing, and cleaning up. The use of place as the organizing structure for the program allows children to learn about the work that people do in the community. Through Song and Poem Time and Story Time, children read, talk, and write about workers at airports, museums, zoos, and supermarkets, and in Choice Time role play some of their jobs.

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and casual relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	<i>Supermarket</i> pp. 41, 43, 51, 57, 82 <i>Construction Site</i> pp. 19, 39, 41, 79, 80 <i>Airport</i> pp. 25, 39, 57, 59, 79 <i>Museum</i> pp. 40, 43, 68, 70, 81 <i>Garden</i> pp. 29, 39, 49, 56, 64 <i>Zoo</i> pp. 29, 51, 68, 79, 84
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	
3. Know beliefs and related behaviors of characters in stories	<i>Museum</i> pp. 35, 47, 48, 50, 56

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
from times past and understand the consequences of the characters' actions.	

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	<i>Museum</i> p. 37

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	<i>Supermarket</i> pp. 35, 56, 57, 64, 81 <i>Construction Site</i> pp. 35, 49, 56, 58, 59 <i>Airport</i> pp. 35, 36, 57, 59, 69 <i>Museum</i> pp. 47, 56, 59, 79, 80 <i>Garden</i> p. 56 <i>Zoo</i> pp. 36, 49, 51, 57, 69

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K.4 Students compare and contrast the locations of people, places, and environments and describes their characteristics:

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	<i>Supermarket</i> pp. 20, 21 <i>Airport</i> pp. 80, 85 <i>Museum</i> p. 19 <i>Garden</i> pp. 20, 21
2. Distinguish between land and water on maps and locate general areas referenced in historical legends and stories.	<i>Airport</i> p. 63
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	<i>Construction Site</i> pp. 50, 51
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	<i>Museum</i> p. 69 <i>Zoo</i> p. 68
5. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.	

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Put events in temporal order using a calendar, placing days,	

weeks, and months in proper order.	
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K.6 Students understand that history relates to events, people, and places of other times.

Performance Standards	<i>Building Language for Literacy</i> © 2000 by Scholastic
1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	