

Pitt County Schools

A New Adventure

Greenville, North Carolina

The ABCs of Learning

Pitt County Schools



Revised January 2013



VI. Activities for Social Development

Objectives: To encourage cooperative attitudes and self-reliance.

Activities:

- a. Arrange for your child to play with other children his or her age.
- b. Let your child make a contribution to the family. Give him or her a worthwhile job and let him be responsible. Examples: Setting the table, feeding a pet, emptying trash, helping in cooking, sorting laundry, and making the bed.
- c. Allow your child to help select their clothes, dress themselves, and to be responsible for his or her own personal hygiene.
- d. Plan interesting trips for your child – libraries, museums, fire station, post office, beach, mountains, and picnics.

VII. Activities for Physical Development

Objectives: To encourage activities that promote muscle development.

Activities: Tumbling, running, jumping, climbing, hammering, swinging, hopping, pedaling, skipping, and balancing on a balance beam

Be sure to include in your child's day plenty of time for him to explore and to develop his/her own interests. Enjoy the things you do together and you will be off to a good start.



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CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with jealousy,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with both acceptance
and friendship,

He learns to find love in the world.

Anonymous

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IV. Music and Art Activities

Objective: To help foster creativity and self-expression.

Activities:

- a. Use story recordings and/or recorded nursery rhymes and encourage rhythm activities and dancing.
- b. Make hand-made musical instruments such as a drum from an oatmeal box.
- c. Use pictures to teach the names of instruments. Listen for particular instruments as you hear music.
- d. Make up words to familiar tunes.
- e. Enjoy singing songs together.
- f. Allow your child to finger paint, color, draw, cut and paste.



V. Stimulate An Interest In Reading

Objectives: To develop attitudes and skills necessary for learning to read.

Activities:

- a. Fill your home with books and encourage your child to use them.
- b. READ to your child. After you read the story:
 1. Ask the child to tell you what he/she likes about the story.
 2. Ask the child to tell you the story.
 3. Let the child pretend to be a character in the story.
 4. Draw a picture about the story.
- c. Go to the library (or bookmobile). Ask the librarian for help selecting books.
- d. In general, children like books about things they are familiar with such as animals, transportation, other children, and community helpers. Good stories for preschoolers have rhythm, repetition and clear illustrations.
- e. Encourage your child to be a good listener.





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II. Science Activities

Objective: To help the child become more observant of his environment.

Activities:

- a. Make a flannel board. Use magazine pictures with sandpaper glued on the back of the pictures. Make a seasonal scene such as snow.
- b. Make collections of things such as: Rocks, insects, leaves, shells, etc.
- c. Develop science center in the child's room, which might include growing potatoes, carrots, starting plants from fruit seeds. Let child water and care for the plants.
- d. Help the child be aware of the changing seasons and weather conditions.
- e. Let the child enjoy water activities such as discovering what floats and sinks; measuring; making bubbles.
- f. Name body parts.



III. Math Activities

Objective: To help promote pre-school readiness in math.

Activities:

- a. Learning shapes by labeling; using toys like blocks and puzzles
- b. Counting and sorting common objects such as buttons by size, shape or color
- c. Matching shapes, such as leaves, circles, sea shells, etc
- d. Number games such as "How many plates are on the table?" "How many chairs are in the room?"
- e. Measuring things such as rice, water and ingredients for Jell-O, etc.
- f. Copying circles, squares, and triangles
- g. Counting objects one-by-one
- h. Repeat four numbers you have said





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Activities for Parents and Children

Children learn through their daily living. You are already doing many things at home to enhance your child's development. The following are suggestions of other things you might do to help your child get ready for school.

I. School Readiness Activities

Objectives: For child to become familiar with letters, the sounds they make and to become more aware of language.

Activities:

- a. Pour sand in a shoe box top. Name a letter and let the child use a finger to draw the letter in the sand.
- b. Use riddles. Example: I'm something you use at mealtime. I help you. My name begins like finger and funny. What am I? (Fork)
- c. Put a letter at the top of a sheet of paper. Let the child find pictures of things whose names begin with the sound of the letter. Have the child cut and paste the pictures on the paper.
- d. Label some items in the child's room for sight words. Examples: bed, mirror, and door.
- e. Tell how two things are alike.
- f. Hear differences in sounds between similar words and match rhyming sounds.



Encourage Self-Expression By

- Providing your child with a variety of tools and materials and a place to keep personal things. Some materials that might be helpful are:

Scissors and paste	Large drawing paper	Dolls and clothes
Puzzles	Toy musical instruments	Toy telephone
Large crayons	Balls- big and small	Take-apart toys
Large pencils	Simple games	Chalk and eraser
Water colors	Modeling clay	Tapes and player
Brushes	Blocks- all shapes	Boxes and puppets
- Allowing your child to tell you stories, recite poems or retell experiences without interruption or a sense of hurrying; take a genuine interest in things your child tells you.
- Encouraging your child to look for interesting things about people, birds, pets, flowers, and natural objects
- Playing rhythm games, dancing, and singing songs together
- Encouraging your child to draw pictures of himself or herself and others

Stimulate an Interest in Reading By

- Reading to your child:
 - Stories
 - Nursery rhymes
 - Simple books
 - Poems
 - Fairy stories
- Enjoying picture books and magazine pictures together – Talk together
- Letting your child make picture books of things he or she recognizes
- Telling your child words or sentences when asked about signs, labels on cars and boxes, titles on books, recordings, TV programs, magazines – teach your child the names for things the child sees around him or her



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**Pitt County
Schools**

**1717 WEST FIFTH STREET
GREENVILLE, NORTH CAROLINA 27834**

Dear Parents:

Welcome to Pitt County Schools! We are pleased to have you join our school family.

Much has been written about the need for family and school partnerships. That need has never been greater than it is today. Throughout our state and the nation, new and innovative programs are consistently being implemented to help the family and the schools learn how best to work together in the educational environment.

We want to assure you that we need you working with us to help make your child's early educational experience an enjoyable and successful one. We invite you to work with us by getting actively involved not only in your child's schoolwork at home, but also in the school setting. By working together, we can make a positive difference in your child's approach to learning and in building a strong, healthy foundation for continued academic success.

We look forward to working with you!

Sincerely,

Beverly Reep Emory
Superintendent

Who Am I?

Your child is an important human being. No one else in the world is exactly like your child or has his or her special way of learning and growing. A child needs the help of parents or guardians to feel regarded as an individual and a valuable person.

Your child learns self esteem from you. When children feel that the family accepts them as important people, they accept themselves. When this happens, they will have the courage to prove their values elsewhere.

The things your child does will help him or her learn to think. Your child must see how things are alike and how they may be different. It is important that they recognize and know the meaning of things that can be seen, heard, touched, tasted, and smelled. When they explore that unique world of children, they develop an increased awareness of things and events in that world and therefore develop an increased awareness of learning.



The love and security you give them at home helps bring into focus their own special worth. When they talk to you, listen to what they are saying. Each child knows that he or she is a special person when you listen.

Be patient. Know what should be expected of children at every age, but realize that children develop in various stages in their growth.

Be a teacher of values as well as a teacher of academics.

Love. There is no greater wonder than a child and no child greater than one who is loved.

How Parents Can Help the Child Succeed

- Praise and encourage your child's efforts.
- Ask your child to do things that he or she can do best.
- Do not compare your child with other children because all children do not progress at the same rate.
- Keep your child in school regularly; report reason for absence to teacher or principal.
- Expect your child to do his or her best but never more than your child is able to do.
- Look over work brought home and talk with your child about it.
- Give your child help when it is needed.
- Be positive. Say kind things. Please do not punish your child over school related things until you have discussed the matter with the teacher and truly understand what the problem is.
- Start a library of good books for your child.
- Encourage visits to the public library.
- Once your child has learned to read, listen to your child when he or she brings home short letters, stories, or books. Share information and current books, magazines, and newspaper articles of family interest.



Encourage Independence By Teaching Your Child

- To listen and follow simple directions



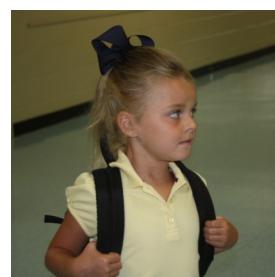
- To do simple chores, such as:

- Putting away toys
- Hanging up clothes
- Setting the table
- Emptying the trash
- Taking a message to a neighbor

- To move freely in the neighborhood:

- Playing with other children away from you
- Playing in a supervised playground
- Attending Sunday School
- Attending story hour at the library

- To accept both failure and success



- To complete a job or project already started

- To do things for himself or herself

- Dressing
- Putting on boots
- Tying shoes
- Buttoning clothes
- Zipping coat

- To make his or her own decisions:

- Deciding what shirt to wear
- Deciding the food he or she wants for some meal
- Deciding what book he or she wants you to read
- Deciding what to make with materials and tools



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How to Register Your Child

To enter Kindergarten your child must be five years old on or before August 31. North Carolina State Law requires that all children present proof of age (certified birth certificate or other document approved by the principal) to school officials before they can be enrolled in Kindergarten.

1.

BIRTH CERTIFICATE AND CHILD'S SOCIAL SECURITY NUMBER

You must bring proof of your child's age (certified birth certificate or other document approved by the principal) to the school. The child must be five years old on or before August 31 in order to be enrolled in Kindergarten.

2.

IMMUNIZATION RECORD

North Carolina law requires that you present to the school an immunization record signed or stamped by a physician or clinic representative.

1. **Five (5) Dtap or DTP doses or Four (4) doses if 4th dose is on or after the 4th birthday**
2. **Four (4) polio doses or Three (3) doses if 3rd dose is on or after the 3rd birthday**
3. **Three (3) Hepatitis B doses**
4. **Two (2) MMR doses:** Measles and Mumps doses must be given at least 28 days apart and 1st dose on/after 12 months of age
5. **One (1) to Four (4) doses of Hib:** Number of doses required depends on age first dose given and type of vaccine used; series complete if at least one dose given on/after 15 months of age; Not required if child has reached 5th birthday
6. **One (1) Varicella (chicken pox) dose:** if history of disease is documented, no vaccine is required – documentation must be on or attached to Immunization record

3.

KINDERGARTEN HEALTH ASSESSMENT (Physical Exam)

The law requires that you present to the school a Kindergarten Health Assessment Form filled out by either a private health provider or the local Health Department. It is your responsibility to pay for any costs involved in securing the assessment. Forms are available at the school or Health Department. Appointments are required for doctor's office and Health Department visits.

4.

PROOF OF RESIDENCE

When registering your child, please be prepared to provide proof that parent/legal guardian is domiciled in school's attendance area.

If you have any questions or need more information concerning these requirements, please call your child's school. Your cooperation in providing proof of your child's age, immunization record, Kindergarten Health Assessment Form, and your proof of residence is greatly appreciated.

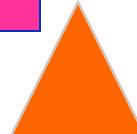
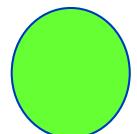
Desirable Goals For the First Day of School

INFORMATION AND VOCABULARY

When your child arrives at school, it would be helpful for him or her to know the following:

- His or her full name, address and telephone number
- His or her age and birthday
- The parents' names and where they work
- The names of brothers and sisters in school
- The identity of his or her belongings – clothes, wraps, etc.
(mark them with the child's name on a label) this is very important
- The correct names for various parts of the body
- Ways to describe how things are alike or different
- Right hand from left hand
- Good table manners
- Knowledge of how to use a bathroom
- How to listen and follow simple directions
- How to keep objects out of the mouth
- How to put away toys and materials
- A variety of words and expressions relative to school:

Teacher	Chalk	Playground
Principal	Blackboard	Restroom
Secretary	Eraser	Commode
Cafeteria	Gymnasium	Lavatory
Lunchroom	Auditorium	Be Excused
Tardy		Fire Drill



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Practice Opportunities for Social Growth By:

- Practicing politeness and courtesy in your home
- Setting an example of truthfulness and honesty
- Encouraging friendship with other children and adults
- Helping your child show more consideration for others
- Showing respect for responsible authority
- Encouraging your child to share personal possessions willingly



Encourage Good Speech and Listening By:

- Speaking clearly when talking with your child
- Allowing your child to express his or her own ideas
- Showing in a pleasing way how to use words correctly
- Helping your child to use a moderate tone of voice
- Discouraging baby talk
- Avoiding mention of any speech difficulty
- Encouraging the use of a variety of words and expressions
- Helping your child know words and expressions related to school
- Listening courteously to what your child has to say and letting your child finish his or her own sentences
- Seeing that your child listens when others are speaking

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How You Can Help Before Your Child Starts School

At home, call your child by the name you want the school to call him or her by. Tell the school that name.

Give Your Child a Rich Background of Experience By:

- Taking your child on short trip to some of these places

Airport	Library	Fair
Bank	Park	Stores
Farm	Post Office	Bus Station
Car Wash	Court House	Railroad Station
His/ Her School	Bakery	Gas Station
Police Station	Construction Job	Fire Station

Let the child tell you about these visits when you return home.

- Letting your child trace and draw circles, squares, and triangle
- Letting your child identify things by their tastes, smells, and sounds
- Giving your child blocks for building and puzzles to work
- Providing opportunities for play with children of similar age
- Encouraging fair play by:
 - Sharing things
 - Taking turns
 - Being careful of personal property and the property of others



Healthy Habits and Practices

Help your child start the school day rested and well nourished.

Your child should:

- Eat a balanced diet
- Learn to eat a variety of foods
- Get ten to twelve hours of sleep each night
- Dress according to the weather
- Participate in plenty of outdoor exercise, in the form of play
- Protect the eyes; use a suitable light
- Know to cover nose and mouth when coughing or sneezing
- Avoid watching TV excessively or sitting closer than six feet from the TV set. How much time does your child spend watching television? What kind of programs do you allow your child to watch? Does the family spend as much time talking with each other as they spend watching TV? Could you spend that time reading to your child or having the child draw or color or just talk? Keep a log for a week of the time your child sits in front of the TV.



Safety Practices

At school, your child should:

- Know and practice proper conduct in the classroom, lunchroom, and halls
- Handle tools and materials correctly and safely

Fire drills are scheduled regularly to help each child learn personal responsibility in case of fire. It is important for your child to know how to follow directions.

If your child walks to school, he or she should know:

- To cross the street correctly:
 - Stop and look left and right before crossing
 - Know the meaning of traffic signals
 - Use the crosswalks
- To take the most direct and safest route to and from school
- To refuse a ride with strangers
- To obey the rules of the School Safety Patrol



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Lunches and School Fees

If you give your child money for milk or for other reasons, please put it in an envelope and write on the envelope your child's name and the purpose for which the money is sent. Information concerning lunch money and school fees will be sent home by the teacher at the beginning of the school year.



Reporting Pupil Progress

- Reports will be made to parents by report cards and by teacher-parent conferences.
- Parent-teacher conferences will be arranged when necessary.
- The teacher also reports progress by means of special notes and telephone calls.
- Please call the school yourself if you have any questions about the progress report.

Attitudes and Emotions

If a child is to make satisfactory progress in school, that child must feel that going to school is a happy experience, that parents and teachers are friendly with one another, and that they are working together to help the child develop his or her various abilities. Parents are asked to make the acquaintance of the teachers, to visit the school on "Open House Night," to become active members of the PTA, and to consult the principal and teachers promptly whenever such conferences seem necessary for the welfare of the child.



Parents can also cooperate by helping the child adjust to the new experience of being associated with a large number of children. Your child should be encouraged to look upon this experience as a natural step. Encourage your child to work and play in harmony with classmates and expect no more than a fair share of the teacher's attention. Your child must know that he or she BELONGS that he or she is LOVED, WANTED AND IMPORTANT. Does your child have these attitudes toward school?

- A desire for school
- Confidence in his or her teacher and principal
- Readiness to obey the teacher and the principal
- Belief that school is a safe place
- Lack of fear
- Self-confidence
- Willingness to listen
- Belief that being a bully is not desirable
- Cheerfulness and affection
- A measure of self-control
- Understanding of right from wrong



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If your child rides the bus to school, you should:

- Assure your child that the teacher will see that he or she gets on the right bus and that the teacher will not let anything hurt them at school.
- Walk with your child to the bus stop before the school year begins
- Teach your child to board and leave the bus safely
- Teach your child the bus number
- Teach your child that it is necessary:

To remain seated and reasonably quiet on the school bus
To keep both hands inside the bus
To avoid actions that would distract the bus driver
Not to touch the bus doors and windows

- Teach your child to help the school bus monitor by doing what the monitor asks the bus riders to do
- Teach your child to walk on the left side of the highway when going to and from the bus stop
- Teach your child to watch for cars that have not stopped

Your child should learn from riding in the family automobile how to behave on the bus.



Beginning Kindergarten

Kindergarten offers a year in which five-year-olds can deal with their expanding world on their level and at their own pace. It also offers a year in which parents have an opportunity to increase understanding of their child as they see him or her living and learning with others the same age.

In Kindergarten, experiences will be provided which will help children learn:

- To play out-of-doors developing big muscles, learning to take turns, and to follow rules
- To live in school with the teacher and other children
- To eat with others – learning to relax and practice good manners
- To share – toys, books, games, experiences, and ideas
- To be considerate of others
- To explore and experiment – handling and manipulating many materials to see how they work
- To care for pets and plants – giving them food and water and keeping them clean
- To express themselves – with blocks, paints, clay, crayons, paste, scissors, music

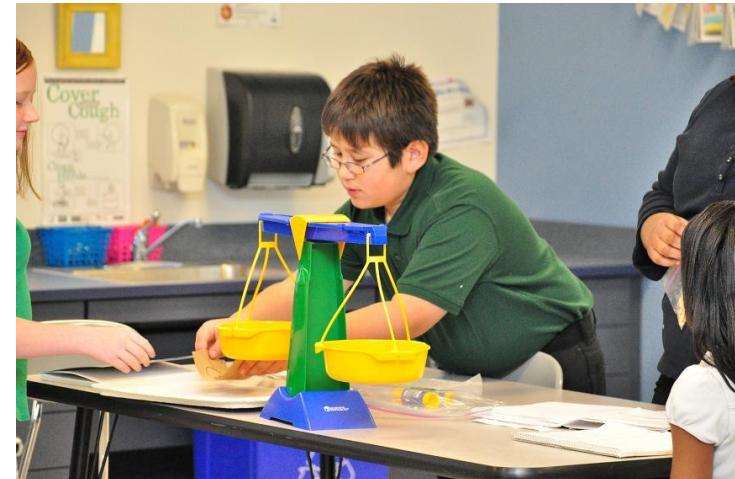


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What Will My Child Be Learning in Social Studies?

Kindergarten students study culture to help them understand themselves both as individuals, and as members of various groups. Kindergarten will provide your child with an opportunity to become an active member of the classroom community.

Your child will begin to study the importance of rules and peaceful conflict resolution. He or she will begin to learn basic economic concepts and relationships between technology, environment, health and welfare of citizens. Your child will have an opportunity to begin to learn about and practice democratic ideals in kindergarten.



What Will My Child Be Learning in Science?

Your child's kindergarten classroom will have many opportunities for your child to compare, observe, organize, predict, infer and apply problem-solving skills. As they study the natural world, propose explanations and solve problems based on the evidence they collect, kindergartners begin to develop science concepts.

Kindergartners begin to learn observation techniques and learn methods for communicating their observations, both orally and in writing. Your child will collect data, measure and compare. He or she will learn to use that information to predict, infer and apply knowledge to solve problems.

What Will My Child Be Learning in the Arts?

Children are naturally involved in the arts from a very early age. They move, sing, pantomime, create play situations and create visual expressions spontaneously. In kindergarten, your child will use movement, speech, music, dramatic play and the visual arts, as they become critical and creative thinkers and problem solvers. They use the arts as another way to communicate with others and to explore their world.

What Will My Child Be Learning in Healthful Living?

Movement and physical activity are at the center of young children's lives. Kindergarten is a time to further develop motor skills, demonstrate manipulative skills and display appropriate behaviors during social situations.

Your child will also learn about health risks and wellness, and will learn the importance of proper nutrition and exercise, safety skills and personal hygiene.



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- 3
- 4
- 5



- To plan together
- To listen – to a story, to music, to directions, to what other children say
- To look at books, to love and enjoy them
- To see similarities and differences – in shapes, sizes, colors, pictures, and letters of the alphabet
- To hear likenesses and differences – in rhyming words, sounds around him or her, and sounds of the letters
- To speak in sentences and use new words – drawn from trips, films, and pictures
- To write by dictating words for the teacher to write down – stories, letters, and invitations
- To count – the number of children in class, how many children can work with blocks or paint
- To learn the letters of the alphabet and the sounds of the letters
- To care for himself or herself and for personal belongings

Goals

When a developmentally appropriate environment is provided for young children at home and at school, each child will develop and expand in their immediate and personal environment. This shall include the following areas:

- Self worth
- Respect for the physical environment
- Capacity to use natural curiosity by using all the senses
- Ability to conceptualize patterns and relationships
- Ability to express, represent and understand thoughts, feelings, and experiences of self and others
- Ability to make decisions and to solve problems
- Capacity to use developmentally appropriate thinking processes
- Ability to live in harmony with others



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Grade K Overview

Counting and Cardinality

Know number names and the count sequence.

Count to tell the number of objects.

Compare numbers.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations In Base Ten

Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

Describe and compare measurable attributes.

Classify objects and count the number of objects in each category

Geometry

Identify and describe shapes.

Analyze, compare, create, and compose shapes.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
 - 2. Reason abstractly and quantitatively.
 - 3. Construct viable arguments and critique the reasoning of others.
 - 4. Model with mathematics.
 - 5. Use appropriate tools strategically.
 - 6. Attend to precision.
 - 7. Look for and make use of structure.
 - 8. Look for and express regularity in repeated reasoning.
- (Common Core State Standards for Mathematics)

What Will My Child Be Learning in Mathematics?

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g. shape orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g. with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.



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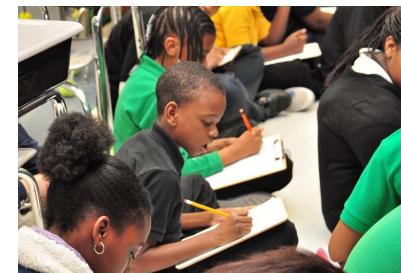
What Will My Child be Learning in Language Arts?

Reading, writing, speaking and listening are all tools in which your child uses to communicate. Kindergarten students have opportunities to use all of these tools as they mature and learn.

Oral language is the key to success. The more your child is exposed to language, the more he or she will recognize written language and learn to express him or herself using oral and written language. Your child's teacher will provide a classroom filled with books, writing activities and other hands on activities, which will require your child to speak and listen. Your child will have many opportunities to direct, report, understand, solve problems and express imagination in kindergarten. Kindergartners begin to develop reading and writing skills by watching and experimenting.

Your child will begin to develop and understand print as the teacher models reading and writing and conducts storytelling activities daily in the classroom. Your child will have opportunities to create stories, chants and rhymes. Kindergarteners will learn words and develop ways to say and record their thoughts.

Your child may already know the letters in his or her name. In Kindergarten, he or she will learn more about the alphabet which includes: learning capital and lowercase letters, learning the sounds of letters in isolation and when blended together and how to write the letters using correct letter formation. Kindergarten students begin to experiment with writing, and begin to develop conventional spelling and they explore word structures, plural words, past and present tense, letter clusters and blends, and word families. (cat, bat, rat)



Kindergarten Benchmarks for Reading and Writing

Characteristics of a Reader: Perceives self as a reader and writer

- Participates and listens during reading situations
- Joins in to read chorally; refrains in predictable books, songs, chants, and rhymes
- Develops a repertoire of favorite books, poems, rhymes and songs
- Chooses books as a free time activity
- Engages in talk about books and stories
- Uses book language while pretending to read
- Demonstrates awareness that print conveys meaning by trying to read



Reading Strategies: Use strategies to gain control of print

Uses concepts about books such as:

- Knows the front and back of a book
- Turn pages correctly
- Uses pictures to gain meaning

Uses concepts about print such as:

- Knows left-to-right and top-to-bottom directionality
- Points to words one-to-one as teacher reads
- Knows concepts of words, letters, sentences
- Knows letters of own name and letters from environment
- Recognizes own name in print

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Reading Comprehension: Understands that print conveys meaning

- Discusses the meanings of stories
- Responds to text in a variety of ways such as oral discussion, artistically, dramatically, and through other projects
- Recounts through retelling details, events, and ideas from familiar stories and other literary materials
- Recounts through retelling concepts and details from informational texts
- Comments on and reads some environmental print
- Follows pictorial directions
- Reads own dictated stories
- Demonstrates sense of story
- Pretend reads predictable pattern books

Characteristics of the Writer: Perceives self as a writer

- Shows preferences for particular pieces of individual or group writing
- Contributes to group stories
- Chooses to write as a free time activity
- Perceives self as a writer
- Demonstrates understanding that print conveys meaning by trying to write
- Demonstrates knowledge of the difference between picture and print

Composing Process: Uses strategies to gain control of print

- “Reads,” understands, and explains own writing
- Writes with left to right and top to bottom directionality
- Uses known letters and words in writing
- Writes using signs, letters, and other symbols in immediate environment

Composing Products: Uses print to convey meaning

- Copies words from signs in immediate environment
- Writes own name
- Uses a mixture of drawing and writing to convey and support an idea
- Retells story or experience using pictures and letter strings
- Draws and makes lists in learning log to record observations and ideas