

ELA – Kindergarten (Being piloted 2004-05)

| GRADE K | September-November | November-March | March-June |
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| Reading Comprehension | Listen to monthly genre: Fiction, Mystery, History Sequence 3 story events Recall details in a story Participate in discussions about story <i>Relate stories to personal experiences before, during, and after reading</i> | Listen to genre of the month: History, Cultures, Around the World, Fairytales, Folktales, Biographies, Autobiographies Make predictions about story events | Listen to genre of the month: Science, Poetry, Magazines, How to Retell or dramatize stories or parts of stories Notice when sentences do not make sense Explain why a given phrase does not make sense |
| Decoding/ Phonemic Awareness | <i>Identify letter/sounds introduced during this marking period</i> | Use learned letter sounds to decode grade level words | Identify and produce rhyming words Recognize color words and grade level word list presented so far Decode grade level words Substitute one phoneme for another to make a new word |
| Vocabulary | Demonstrate an understanding of words: <i>right, left, middle, bottom, vertical, horizontal, diagonal, author, title, illustrator</i> Recognize first name in print Recognize colors and begin to learn color words and grade level word list words presented thus far <i>Connect new vocabulary to prior knowledge</i> | Discuss meanings of new words in books <i>Recognize color words and grade level wordlist words presented</i> Recognize first and last name in print <i>Recognize classmates' first name in print</i> | Use new vocabulary words to talk about life experiences Use a picture dictionary Recognize environmental signs and labels |
| Fluency/ Expression | <i>Read letter of the week, environmental print, color words, grade level words presented thus far</i> Read first name | Read classmates' first names | Read familiar kindergarten level texts at the emergent level Read own last name Read journal entries |
| Print Awareness | Demonstrate left to right and top to bottom Distinguish between print and pictures Identify parts of book and functions: front cover, back cover, title page Understand that words are formed by a specific combination of letters | Understand that the purpose of print is to communicate Distinguish between letters and words to show awareness of print | Track print by pointing to written words when texts are read aloud by self or others Recognize a period and a question mark Differentiate between a book, a magazine, and a newspaper |
| Writing | Complete grade level writing pre-test | Label drawings with letters or words | Complete grade-level writing post-test |

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| | Label pictures Begin to understand the concept of a letter | Understand that writing is part of daily life | Write sentences that include letters or words and drawings to communicate for different purposes Understand the concept of a letter |
| Grammar/ Mechanics | <i>Use capital and lower-case letters for first name</i> | Begin to use capital letter at beginning of sentence Begin to use a period and a question mark | Use capitals and lowercase letters in writing Use a period and a question mark Able to properly place first and last name on a baseline |
| Spelling | Spell first name <i>Begin to spell grade level word list and color words</i> | Begin to spell last name Use invented spelling in writing | Spell first and last name |
| Organization | <i>Begin to write using left to right and top to bottom directionality</i> | | Able to write using left to right and top to bottom directionality |
| Penmanship | <i>Hold pencil correctly Develop fine motor skills Proper letter formation for letters covered</i> | | Practice correct formation of numerals 0-0 |
| Proof-reading | <i>Check for first name on all papers</i> | Begin to check for capitals, organization, punctuation, and spelling in writing | Continue to learn to find errors in capitalization, organization, punctuation, spelling Reads back what he/she writes |
| Genre | <i>Write the following genre: Language experience, group and individual Greeting card Picture book Journal writing</i> | | |
| Listening | <i>Listens attentively to spoken language Listens attentively for different purposes Understands and follows directions Listens respectfully without interrupting others Listen to become familiar with nursery rhymes</i> | Begin to discriminate rhyming and non-rhyming words Listen to <u>Brown Bear, Brown Bear</u> | |
| Speaking | <i>Speaks audibly</i> | Speak for different purposes | Speak with speed and expression appropriate for the purpose |

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| | <i>Takes turns speaking in a group</i> <i>Uses appropriate vocabulary</i> <i>Contributes thoughts relevant to discussion topic</i> <i>Dictate an experience</i> | Dictate a letter | Ask questions relevant to the discussion Understand the purpose of making a statement versus asking a question Speak in a complete sentence |
| Viewing/ Representing | <i>Enjoy and discuss a variety of illustrations</i> <i>Relate prior knowledge to new visuals</i> <i>Illustrate something known</i> <i>Tell information to complete a graph (i.e. weather, lunch choice, etc.)</i> <i>Learn observation skills through field trips and assemblies</i> | Learn to use appropriate viewing strategies (ex.:watching a performance, writing about it, Language Experience Activity) <i>Use knowledge learned from visuals and graphs</i> | Analyze, discuss, write, or illustrate what has been observed |

Typed 7/25/04