

**COURSE: ELA**

**Grade Level: Kindergarten**

**Essential Questions: Why and how do people learn to read, write, listen and speak?**

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
PHONEMIC AWARENESS	Concepts: Same/not the same, alike/different	Can you find things that are alike? Different? The same? Not the same?	Understand the terms alike/different, same/not the same.	Identify attributes that are the same/alike or different/not the same.	Child demonstrates understanding using objects and pictures	Sept.
(Concepts in Spoken Lang)	Concepts: first, next, last	First, next, last: What do these words mean?	What is meant by first, next, last.	Put three objects in order and identify which is: first, next, last.	Child demonstrates skill.	Sept.
(Concepts in Spoken Lang)	The Senses: Hearing LISTENING to an recognizing sounds in the environment Sequencing 3 environmental sounds.	Can people tell what something is if they can't see it? How? Can you remember three things you hear?	People use their senses to know things. People can identify many things by their sound.	Identify environmental sounds on audiotape or when made behind a screen, out of view (scissors, pouring water, tearing paper, etc.) Recall what was heard first, next (second), last.	Q's & A's Identifying sounds correctly Naming or placing objects in correct order: first, next, last.	Sept.
PHONEMIC AWARENESS	Listening to the sound of words we say (apart from the meaning of words) How words are spoken: the "speech helpers": lips, tongue, teeth, soft & hard palates, lungs, larynx, nose. Rhyming	Can different words sound alike when we say them? What are the "speech helpers"? What do they do? What is rhyme? Can the "speech helpers make words "rhyme"? How?	Understand that words have meaning but that words are also composed of sounds. When people say words they create the sounds in their mouth using the "speech helpers". You can see, feel and hear the speech helpers doing their work. You know what people say by the sound of each word. Two words rhyme when your mouth makes the same sound (vowel/consonant combination) at the end of both words. Know when words rhyme.	Imitate sounds made by the teacher that emphasize each speech helper. Notice how each speech helper looks (in mirror or on the teacher's lips), sounds (eyes closed), and feels (in the mouth or when touched with fingers) when used to say sounds. Imitate and identify placement (first, last) of 2 word parts (onset & rime: /b/ - at, /t/-ire) spoken in sequence. Notice how the speech helpers are forming the same sound at the end of words that rhyme. Be able to determine if two words rhyme. Be able to supply a word that rhymes.	Child demonstrates actions of speech helpers for sound made. (My tongue is touching my teeth when I say /t/; Air is popping out of my lips when I say /p/). Literacy Profile: Rhyming test Weekly homework for rhyming from December – June for each letter of the week. Student orally supplies rhyming words for words given.	Oct.  Practiced: Nov.-June  Homework for rhyming practice Dec. - June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
PHONEMIC AWARENESS	Saying and counting Words in sentences	What is a word? Can you say a little word; a big word? How many words did you say? Can you say a sentence?	Basically, a word is a meaningful unit of speech – it's something we say (e.g., car, puppy, fun, enormous, go responsibility, etc.). Words can also be written down. Words can be read. Words can be counted as they are spoken, written or read. Words can sound short (little) or long (big). A big word is still counted as one word when we say it. (A sentence is made up of words that are said in sequence to express a complete thought or idea.) A Sentence is when we say several words to ask or tell about things.	Place a wooden inch cube on the table (modeled from left to right) as each word is spoken in a sentence. Use only one block for each word even if it is a BIG (long) word. Count the word blocks in spoken sentences. Count written words In a book as the teacher points to them and says them. Practice answering simple questions in the following manner: T: What is your favorite color? S: My favorite color is red. T: What is your last name? S: My last name is Smith.	Child demonstrates skill  Literacy Profile: Words in sentences Test	Oct.-Nov.  Practiced: Nov.-June
	Hearing, saying and clapping SYLLABLES	What is a syllable? Can syllables be counted? Can you add or delete a syllable? Do syllables have meaning?	The beats (parts) you count when you say words are called Syllables. Words can have one beat or they can have several beats (syllables) Clap syllables in spoken words. Add/delete a syllable in spoken words (at first, using clap picture cards to show syllables, later without cards..."Say November but don't say vem-ber", etc. Some words are made of two words put together: cupcake, rainbow. Each part has one beat. Some compound words have more than two syllables: basketball, butterfly. Other words are made of syllables that are not words on their own: paper, video, refrigerator.	Clap hands for each syllable spoken in words and names. Count the syllables in spoken words (claps). Show the syllables with clap cards. Put two spoken words together to make a compound word...then count/clap the syllables (baseball, dragonfly, etc.). Add or delete a syllable in spoken words: First using simple compound words, later using multi-syllabic words that contain non-meaningful syllables (dinner, elephant, etc.).	Child demonstrates  Literacy Profile: Syllable test	Oct.-Nov.  Practiced: Nov.-June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
Beginning PHONICS  (Concepts involving LETTERS)	Isolating BEGINNING and ENDING PHONEMES in spoken words and syllables. GRAPHEMES: Identifying the LETTERS that spell those sounds. Getting lips ready to make the letter sounds that appear at the beginning of words shown in print. adding/deleting beginning/ending phonemes in spoken words	Can words be stretched when you say them? Can you stretch just the first sound in some words? Can you know the first (or Last) letter in a word without seeing it? Why do we have an alphabet (ABC's)? Which letters will you use to spell the sounds you make when you say words? Can you know what sound your speech helpers will make when you see the first letter in a written word? Can you say a word without saying the first (or last) sound? Can you make a new word by saying/writing a new sound in front of it? Can you know what letter will start each syllable without seeing it?	If you stretch a word out slowly you can hear many of the phonemes (sounds) in the word. You can stretch just the beginning sounds for many but not all words (vowels, /f/, /l/, /m/, /t/, /s/, /v/, /y/, /z/ are good examples).  The speech helpers will help you know what letter a word (or syllable) Starts with or ends with when you say it.  The speech helpers should get ready to say the sound as soon as you see the first letter.  Learning the letter sounds will help you learn to read and write.  You should learn what sounds each letter or letter combinations spell or how to spell the sounds you say.  Add and delete initial phonemes in words.	Say words slowly enough to hear/fell/see the phonemes in spoken words.  Practice isolating and emphasizing the beginning (and ending) sounds by stretching it out before you say the rest of the word or by emphasizing it at the end of the word.  Notice the speech helpers when you begin to say a word.  Know the letter sounds: say them when shown letters, name the letters when given the sounds, name the first (and last) letters for words given.  Get mouth ready to say a word as soon as you see the first letter.  Write the first (or last) letter for words spoken.  Identify the first sound for each syllable spoken.	Observation  Literacy Profile: Matching Initial Sounds Test  Literacy Profile: Isolating sounds in spoken words  Literacy Profile: Letter Recognition and Letter Sound Correspondence tests	Dec.-June
PHONICS	Vowels Short and long vowel sounds Hearing vowel sounds in the middle of CVC, CVVC, and Cave words.  SEGMENTING and BLENDING words with 2 & 3 phonemes.	What is a vowel? What are the vowels and sounds (long and short)? Do all words have vowels? Syllables? Can you hear vowels in spoken words? Can sounds be blended to make words and syllables? Can words be broken into individual sounds?	Every word and every syllable has at least one vowel. The vowels are an e l o u (and sometimes y as in my and by, for example). Each vowel spells at least 2 sounds, short and long. Words and syllables can be segmented into individual sounds. Individual sounds can be sequenced and blended to make words and syllables.	Name the vowels and vowel sounds (long and short). "Bounce" the vowels in the middle of CVC, CVCe words. Name the letters for each vowel sound. Segment small words into phonemes. Blend 2 – 3 phonemes to make words or word parts (syllables). Use counters to show phonemes when blending or segmenting. Spell (and write) words containing three phonemes.	Child demonstrates skills  Literacy Profile: Blending Voiced Sounds, Segmenting Sounds in Spoken Words, Phonetic Spelling Test	Dec.- June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
PHONICS	Onset and Rime and Spelling Patterns	What are Onsets and Rimes? What are some common spelling patterns for onsets and rimes?	Students will know that one-syllable words can be broken into parts by separating the first sound and the rest of the word.  Teacher chooses words to practice the skill and introduces the terms onsets and rimes...Onsets and rimes are parts of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable (the onset of bag is b-, of swim is sw-). Rime is the part of the syllable that contains the vowel and all that follows it (the rime of bag is -ag, of swim, -im)	Separate onsets and rimes in syllables (Say the initial sounds in each syllable and then say the rime.) Identify the letter(s) that spells onset for A-Z and at least, ch, sh, th, dr, tr. (may do others). Identify the letters that spell common rimes with short vowels such as: at, an, and, ack, ax/acks, ank, am, et, eg, en, ell, it, ikn, ig, ick, ix/icks, ill, im, ing, ink, ock, ox/ocks, op, og, ut, up, ug, uck, etc. Identify rimes and spelling patterns for long vowel sounds such as: ale/ail, ane/ain, ay, ate, ace, ape, eet/eat, een/ean, ine, ice, ite, oat/ote, oak/oke, oap/oape, ute, ube, etc. Write lists of words containing onset and rime families (sat, fat, bat, cat, etc.) using paper, white boards, shaving cream, magnetic letters. Read lists of words with same rime patterns.	Oral and written responses during whole group, small group and individual instructional sessions. Weekly homework activity: read list of words with same rime pattern during each Letter of the Week Literacy Profile: Phonetic Spelling Test Daily Journal Writing – spelling development	Dec. – June (with increasing ability)
Word Recognition	Sight Words	What is a sight word? How do I learn to know words instantly? What sight words should I know?	Sight words are common words that children should learn to recognize instantly. Oftentimes these words do not follow common spelling patterns and cannot be “sounded out”. Children learn sight words by reading them in books over and over. They can practice spelling them and use them in their own writing. There is 32+ K-level words that should be learned.	Be able to recognize k-level words instantly when reading, Be able to use the word wall to locate correct spellings of sight words. Be able to recognize 32 or more sight words in isolation. Be able to recall correct spellings of sight with increasing ability over time. Read own name and names of family or friends.	Shared and Guided Reading activities  Literacy Profile: Sight Word Test and Running Records.  Journal  Word wall activities	Sept.–June  Introduce and practiced  Mar.-June Word Wall:
Word Recognition	Environmental Print	What is environmental print? How does it help to learn to read?	Use known signs as resources.	Able to recognize common environmental print.	Observations	Sept.-June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
<p>Background Knowledge</p> <p>Language and Vocabulary</p>	<p>Accessing and Building Background Knowledge</p>	<p>Do my personal experiences help me understand new information?</p> <p>What is vocabulary? And why should people learn new words?</p> <p>How can I build background knowledge?</p>	<p>If you know some things about a topic before you listen or read, it's easier to visualize and make sense of what is being said.</p> <p>Vocabulary refers to the words you know and understand in conversations and texts.</p> <p>Knowing a lot of words helps you when reading, writing, listening and speaking.</p> <p>You can increase your vocabulary in many ways.</p> <p>In Kindergarten we build background knowledge by learning about our selves and others, places, times past, plants, animals, and our earth in Science and Social Studies.</p>	<p>Relates pertinent information from own experiences</p> <p>Can recall/recite simple, repetitive, or predictable language in stories, emergent readers, poems, songs, finger plays, rhythmic chants, or movement activities.</p> <p>Can think of a variety of sensible possibilities for unknown words when reading (expressive vocabulary, uses context clues, cloze).</p> <p>Notices meaning errors (receptive vocabulary, meaning cues).</p> <p>Notices errors related to grammar and usage when reading (language, structural cues).</p> <p>Speaks and dictates and/or write phrases and sentences using appropriate language (grammar and usage, makes sense)</p> <p>Uses descriptive words and language when writing or speaking.</p>	<p>Contributions during discussions following read-aloud</p> <p>Journals</p> <p>Guided and Shared reading activities.</p> <p>Literacy Profile: Running Records</p> <p>Science and Social Studies Unit activities</p>	<p>Sept.-June</p>

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS :	WHEN STUDENT DOES IT:
Penmanship	Writing NAMES the upper and lowercase LETTERS, words, and sentences	<p>Are there rules for forming letters? Why do we have upper and lowercase letters? How do you know when to use them? Why do we use guide-lined paper? Do any letters begin on the bottom line? What letters begin on the top line, middle line, another place? What letters go below the lines?</p> <p>Are there rules about writing words and sentences?</p>	<p>There are rules for forming each letter: where to begin, where to go, where to stop. Uppercase (capitals) are used for the first letter of names and at the beginning of a sentence. The lines help to keep letters properly proportioned and to make words easier to read. No letters begin in the bottom line. Most capital letters begin on the top line. Some begin a bit below the top line (C, G, and S). Most lowercase letters begin on the middle line. Some start a bit below the middle (c, e, and s). Some lowercase letters start on the top line (b, h, k, l, and t) or touch the top line (d-middle start, and f-which begins a bit below the top line.) No capital letters go below the bottom line. Some lowercase letters fall below the bottom line (g, j, p, q, and y).</p> <p>There are rules for writing words and sentences: letters in words are written from left to right and are close together; words in sentences are written from left to right and are separated by spaces.</p>	<p>Trace letters: in air (eyes open, eyes closed, left hand, right hand), on palm, on charts, on paper, etc. Copy/write names on white boards, chalkboards, lined paper. Trace/copy/write letters on lined paper.</p> <p>Trace/copy/write words on lined paper. Trace/copy/write sentences on lined paper.</p> <p>Copy sentences for class books in content area (last trimester)</p>	<p>Observed during whole group instruction and practice during circle time. Daily handwriting practice sheets. Performance samples for report card assessment. Writes own name on projects and papers legibly. Journal writing: forms letters appropriately, uses lowercase letters appropriately</p> <p>Journal writing: starts sentence with a capital, letters are spaced appropriately, leaves deliberate spaces between words. Performance samples for report card: sentence dictation.</p>	<p>Sept. (week 3) – Oct. "Letter of Day"</p> <p>Sept.-June Names</p> <p>Dec.-June Letter of the Week</p> <p>Dec.-June Words and Words in</p> <p>Mar.-June Content Area</p>

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL topic	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
Writing and Spelling	Creative Writing- Journals	<p>Why do people write? What do people write? How do people write?</p> <p>Why do people want to spell words correctly?</p> <p>How do we learn to spell words?</p>	<p>People write for many purposes: communicate with others, explain, express ideas, social communications, make inquiries – ask Q's, literary expression, fill our forms, make lists, organize things, etc.</p> <p>People use their knowledge of letters and sounds to write the words they want to use.</p> <p>They learn how to write and spell the words correctly to improve readability.</p>	<p>Write their ideas in journals. Contribute meaningfully during group writing including: thank-you notes, invitations, cards, stories, class books in content areas (last trimester)</p> <p>Write letters to send to other students and staff.</p> <p>Spell words phonemically with increasing ability. (e.g., Some beginning sounds in November, other consonant sounds in words and syllables by January, middle vowels for words and syllables from March-June. Spell k-level sight words correctly in their journal using a word list, word bank or word wall as a reference and recalls spellings with increasing ability ("owns some words").</p> <p>When writing in journals: includes some simple onsets and rime patterns for syllables and words they have learned.</p>	<p>Daily Journal Writing" expect beginning sounds in November words and phrases by January, sentences by March. Multiple sentences on a topic by May. Spelling in Journals: some beginning sounds in November, other consonants by January, medial vowels March-June, sight words and rime patterns April-June.</p>	Nov.-June
Reading Behaviors and Skills	Concepts about print	<p>Are there rules about print/text that we must follow when we read and write?</p> <p>Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)</p>	<p>Note: Also see Penmanship for print writing concepts.</p> <p>The words tell the reader what to say. The pictures help us understand the meaning and give us clues about the text.</p> <p>Read from left to right, top to bottom. Know how to hold a book, turn the pages appropriately.</p> <p>Point along one or more lines of print appropriately as it is being read orally.</p> <p>Point to one word at a time as they are spoken.</p> <p>Recognizes and knows meaning of punctuation: period, question mark, exclamation point, quotation marks and is acquainted with comma as a pause when reading.</p>	<p>Follow and point along lines of print from left to right. Write words from left to right.</p> <p>Point to one word at a time as they are reading. Leave clear spaces between words when writing.</p> <p>Understand and obey conventions of punctuation when reading and writing.</p>	<p>Observed during shared reading, guided reading and individual reading sessions, and journal writing.</p> <p>Literacy Profile: Running Records</p>	Sept.-June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
Reading Behaviors and Skills	Strategies	<p>How do you know if you are reading the words correctly?</p> <p>How do people understand what they read?</p> <p>What do good readers do when they come to a word they don't know?</p> <p>What do good readers do when they don't understand what they are reading?</p>	<p>Good readers know when something doesn't look right, sound right or make sense.</p> <p>What you read must make sense to you. If something does not make sense, if you do not understand something, you must stop reading and do something about it.</p> <p>Good readers stop (pause) reading if something doesn't look right, doesn't sound right, doesn't make sense, or they don't understand (didn't get it"). Then they do things to correct the problem:</p> <p>Reread, pointing and looking carefully, checking for voice/print matching. They think about what they read (picture in mind, ask self questions about meaning)</p> <p>Look at the picture for clues</p> <p>Say first sound of unknown words; say other sounds; look for word chunks (known spelling patterns)</p> <p>Read on for context clues; search or review previous pages or sections.</p> <p>Try a few meaningful words and check to see if they look right, sound right, make sense.</p> <p>Confirm ideas by rereading.</p> <p>Good readers ask for help if they still don't "get it".</p>	<p>Looks at print</p> <p>Notices when a word they point to does not seem to match a word they say (doesn't look right, doesn't sound right.)</p> <p>Stops reading when they are unsure of something: doesn't know a word or it doesn't look right, doesn't sound right or doesn't make sense in some way. Thinks, "I don't get it" or "what could this word be?"</p> <p>Tries to correct inconsistencies using appropriate strategies.</p>	<p>Supplies reasonable words for cloze activities during shared reading time.</p> <p>Observed during guided reading and individual reading.</p> <p><b>Literacy Profile</b> Running records</p>	<p>Intro. and practiced with group in Sept. – Dec.</p> <p>Guided in Jan. – Apr.</p> <p>Independent in May - June</p>
	FLUENCY	<p>Do all people sound the same when reading?</p> <p>Do some people read better?</p> <p>What are some things you like about the way some people read?</p> <p>What is fluency?</p> <p>How would practice help us to read better?</p>	<p>Some readers make stories come alive for the listener. They change their voice, the pace, and the volume as they read certain parts. They read smoothly without having to sound out each word. It sounds more like talking.</p> <p>Fluency is the ability to read accurately, quickly, and with expression.</p> <p>Practice helps readers recognize words and phrases instantly. Rereading simple texts helps people become fluent readers.</p>	<p>Rereads stories to themselves and others.</p> <p>Reads with expression.</p> <p>Read with accuracy.</p>	<p>Observed during guided and independent oral reading.</p> <p>Partner Reading.</p>	<p>Sept. – June</p> <p>Partner Reading Jan. - June</p>

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
LISTENING	MANNERS. SKILLS AND STRATEGIES	<p>Is hearing the same as listening?            Can people hear without listening?            Can people listen without hearing?</p> <p>Why is listening important?            How do people listen?</p> <p>Can people do things to help them understand and remember what they are listening to?</p>	<p>Listening is more the hearing. Listening means that you are thinking about what you are hearing (or if hearing impaired – seeing) and trying to understand it.</p> <p>People listen to get information, to know what to do, to be safe, to make good decisions, and solve problems, to grow and improve yourself, to be good citizens, to not be fooled or cheated, to show respect and support, to enjoy a happy and productive life.</p> <p>People can do things to help them listen better:</p> <ul style="list-style-type: none"> <li>Prepare for listening by removing other distractions, thinking about what you know about the topic, asking questions.</li> <li>Give full attention to what is being said, paying attention to or ignoring other, less important things around them.</li> <li>Try to make mental pictures while listening.</li> <li>Listening to everything that is said before responding.</li> <li>Listen for key words.</li> <li>Notice expression (even facial expressions) and tone of the speaker</li> <li>Notice when attention drifts or meaning is lost and does something (refocus, ask Qs, listen further for clues, look confused so the speaker will notice, etc.)</li> <li>Restate in own words.</li> </ul>	<p>Look at the speaker.            Attend to what is being said.            Avoid distractions or distracting others.            Refrain from interrupting.            Refocus if distracted.            Access prior knowledge.            Listen for key words.            Listen to all that is said before responding.            Ask pertinent questions.            Respond/reflect back to what was said appropriately (on topic, pertinent, respectfully).            Retell what was said in own words.</p> <p>Follow two step directions.</p> <p>Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information.</p> <p>Recognize differences in two or more versions of a familiar story, song, or finger play.</p>	<p>Responses to listening games and activities.</p> <p>Observed during group instruction, discussions and sharing.</p>	Sept. - June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
SPEAKING	MANNERS, SKILLS AND STRATEGIES	<p>Do all people talk the same?            Do all people speak with their voice?            Why do people talk?            Are there ways that people can improve the way they talk?</p>	<p>People speak in different languages, dialects and methods. Some people can speak with their hands (sign language) .            Some people speak clearly, with expression, with appropriate volume, rate and tone, with appropriate grammar and interesting vocabulary, in ways that cause people to enjoy and want to listen to them.            People speak to inform, persuade, express opinions and feelings, ask for information, get what they need, help make decisions, to support others, to show knowledge and understanding, to share ideas and show appreciation, etc.            People can improve their speaking skills and manners:            Listen and learn from good speakers.            Learn and use Standard English in school and other public places.            Think about and use appropriate volume, rate and tone, enunciate clearly.            Wait for a turn to speak, do not Interrupt others.            Think before you speak, prepare by thinking about who is the listener/audience.            Look at your listeners, notice if they seem interested and attentive.            Pause and give others a turn to speak, ask for others opinions.            Try to improve vocabulary.</p>	<p>Wait patiently for a turn to speak.            Look at others when speaking.            Learn, practice, and use Standard English in school.            Learn, practice and use appropriate and effective volume, rate, and tone w3hen speaking.            Heed to suggestions about better ways to speak.</p>	<p>Observed in normal classroom routines, sharing, class discussion, group instruction.</p> <p>Responses during structured language lessons – vocabulary, grammar, sentence building.</p>	Sept.- June

**COURSE: ELA**

**Grade Level: Kindergarten**

**Essential Questions: Why and how do people learn to read, write, listen and speak?**

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
COMPRE-HENSION	Schema	<p>What is Comprehension?</p> <p>Can people read or listen without understanding?</p> <p>What is your "schema"?</p> <p>Why is your schema important?</p> <p>Does everyone have the same schema?</p> <p>Can people change their schema?</p> <p>How do people build their schema?</p>	<p>Comprehension means thinking about and making sense of something. It means understanding it. If someone can read or hear words but does not understand them, they are NOT really reading or listening.</p> <p>Schema is what a person knows. It's the stuff that's already in your head, like the places you've been, the things you've seen, heard, smelled, tasted, touched and done. It's books you've read, it's stories you've heard or watched, it's all the experiences you've had that make up who you are and what you know and believe to be true.</p> <p>Schema is important because people use what they already know as a basis for learning new things. Using your schema is like opening a file about something and adding new information to it.</p> <p>No two people have the same schema because everyone has experiences things in their own unique way and it is constantly changing.</p> <p>People can and <u>should</u> change and build their schema as they grow and learn new things. New learning can be added to old learning, and then you know more about something.</p> <p>Sometimes new learning can replace old learning because you found out that something you believed was false.</p> <p>People build schema by thinking about what they know before, during and after learning and make adjustments.</p>	<p>Recalls pertinent information from schema.</p> <p>Contributes pertinent information to class discussion and schema charts, etc.</p> <p>Can tell what "schema" is and how it is used, changed, and developed.</p> <p><u>For example:</u></p> <p>"Schema is what you know, the experiences you have had."</p> <p>"Everything you hear and see and feel every place you go and everything you do puts more schema into your head."</p> <p>"When you change your thinking about something, you change your schema."</p> <p>"When you use your schema, it's like adding things together. It's kind of like your old schema comes out of your head and grabs the new schema and pulls it back inside your head."</p> <p>"When you use your schema, it wakes up memories."</p> <p>"So let's say you know about something you have some schema for it. Then you hear something new about it. You add the new stuff and your schema just gets bigger and bigger."</p>	<p>Observed during oral instructional activities.</p>	<p>Sept. - June</p>

**COURSE: ELA**

**Grade Level: Kindergarten**

**Essential Questions: Why and how do people learn to read, write, listen and speak?**

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
COMPRE-HENSION	Schema	How do people use their schema when reading?	Readers use their schema in the following ways: Readers activate their prior knowledge before, during, and after reading. Readers use schema to make connections between one text and their lives, between one text and another, and between the text and the world. Readers distinguish between connections that are meaningful and relevant and those that aren't. Readers build change, and revise their schema when they encounter new information in the text, engage in conversations with others, and gain personal experience. Readers use their schema to enhance understanding.	"When you have schema for something you have to open up that file in your brain and make connections to your reading or writing or math." (all children's quotes are from <u>Reading with Meaning</u> by Debbie Miller)	Observed during oral instructional activities.	Sept. - June

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
<p><b>COMPRE-HENSION</b> cont'd PURPOSES for the Language Arts</p> <p><b>READ</b> <b>WRITE</b> <b>LISTEN</b> <b>SPEAK</b></p>	<p><b>STANDARD 1</b></p> <p>INFORMATION AND UNDERSTANDING</p>	<p>What is non-fiction?</p> <p>Why are people interested in factual information?</p> <p>Are there any strategies that help people read, write, listen to or talk about factual information?</p>	<p>Non-fiction is factual. People seek, use or produce factual information to guide, learn, understand, inform, persuade, recognize and solve problems, be good consumers, be good citizens, get needs met, apply for jobs, avoid being cheated or fooled, etc.</p> <p>There are many useful strategies that people use to help them understand or present factual information:</p> <p>You can “preview” or prepare to read or listen to factual materials (access prior knowledge ...your “Schema”, look at the pictures, search for known words, etc.): “Plan” before writing or speaking (chart or web to organize ideas).</p> <p>You can make predictions, ask yourself questions about the topic; Ask yourself what information is important.</p> <p>You can try to recall facts you read or heard. Put facts in your own words and tell the teacher where to write them on a chart.</p> <p>You can try to visualize what you are reading or hearing.</p> <p>You can learn the meanings of new vocabulary words in content areas.</p> <p>You can ask someone who is more experienced to help you locate or understand factual information.</p>	<p>Preview non-fiction books by, accessing prior knowledge (“schema”), reviewing pictures, discussing topics and making predictions about what will be learned.</p> <p>During and after reading/listening to the book, confirm/reject initial predictions, adjust (and build) schema, and retell the facts they learned.</p> <p>Recall key facts and contribute pertinent information for a group created graphic organizer.</p> <p>Participate in group discussions, flannel board activities, or dramatizations to demonstrate understanding of important facts and concepts.</p> <p><b>Journal Writing:</b> Students write factual information based on life experiences or things they know about.</p> <p><b>Content Area Writing:</b> Students contribute factual information they recall from non-fiction texts and then copy or write a fact(s) and illustrate.</p>	<p>Responses and participation in class discussion and reading activities in content areas (KWL, other graphic organizers, writing class books on a topic, etc.)</p> <p>Daily Journal entries.</p> <p>Content Area pieces (books, articles, audio, video, etc.)</p>	<p>Sharing: Speak/ Listen Sept.-June</p> <p>Read Aloud and Shared Reading and Writing Sept. – June</p> <p>Guided Reading Jan. – June</p> <p>Journal Writing: factual information Nov. – June</p> <p>Writing in content areas: Apr. - June</p>

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
<p><b>COMPRE-HENSION</b> cont'd PURPOSES for the Language Arts</p> <p><b>READ</b> <b>WRITE</b> <b>LISTEN</b> <b>SPEAK</b></p>	<p><u>Standard 2</u> LITERARY RESPONSE and EXPRESSION</p>	<p>What is fiction?</p> <p>Why are people interested in imaginative stories or poems?</p> <p>Are there strategies that people use to help them understand or create imaginative pieces?</p>	<p>Fiction is imaginary but it <u>can</u> be based on fact.</p> <p>People explore all kinds of imaginative pieces for pleasure, to explore other perspectives, “visit places unknown” and see other points of view.</p> <p>People use thinking strategies when listening to or reading imaginative texts:</p> <ul style="list-style-type: none"> <li>Make connections to personal experiences.</li> <li>Look at images and/or create mental pictures.</li> <li>Predict what might happen.</li> <li>Try to recall the characters, plot sequence, problems &amp; solutions and</li> <li>Retell the story in own words.</li> <li>Dramatize stories, roll play to gain Understanding.</li> </ul> <p>People also participate in discussions about imaginative pieces and listen to other people’s opinions.</p> <p>Children can be authors and write imaginative pieces for others to read or listen to.</p>	<p>Retell a story in sequence with question prompts (What happened next?) using pictures.</p> <p>Tell about characters and setting.</p> <p>Explain a character’s problem and solution.</p> <p>Be able to determine reality from fantasy.</p> <p>Share ideas based on life experiences or favorite stories during daily creative writing and speaking opportunities.</p> <p>Listen to story tapes and videos based on high quality literature.</p> <p>Write imaginary pieces and read them to others.</p> <p>Dramatize familiar stories.</p> <p><i>Ask for clarification of events in a story.</i></p>	<p>Responses during class discussions about imaginative pieces.</p> <p>Responses during shared and guided reading and writing.</p> <p>Comprehension questions for <b>Literacy Profile: Running Records.</b></p> <p>Journal Writing Author’s chair Dramatization</p>	<p>Read Aloud and Shared Reading and Writing Sept.- June</p> <p>Guided Reading Jan. – June</p> <p>Journal Writing: imaginary pieces Feb. - June</p>

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
Comprehension Continued...	<b>STANDARD 3</b> CRITOCAL ANALYSIS	<p>Why is it important to think about what you read, write, listen to or say?</p> <p>Should people make their own judgments about things?</p> <p>Is everything you read or hear true? And how will you know?</p>	<p>People have to think and make their own judgments about things. Not everything you read or hear is true or beneficial. Some things are designed to trick or persuade people to believe or act in a certain way.</p> <p>People can use thinking strategies to help understand and make judgments on their own. There are many useful strategies to help people comprehend and make judgments:</p> <p>Identify information for KWL Process.</p> <p>You can think about or discuss personal experiences or previous information related to the topic and try to see the connections.</p> <p>You can “preview” or prepare materials (pictures, known words, etc.); “Plan” before writing (e.g., use a sentence frame for story writing: somebody, wanted, but, so, for example or chart factual information).</p> <p>You can make predictions; ask yourself questions about what will happen next in a story or what you learned in informational selections.</p> <p>You can try to recall important words, facts or parts you read or heard. Put stories or information in your own words and tell the teacher where to write them on a story map or chart.</p> <p>You can try to visualize what you are reading or hearing.</p> <p>You can compare new information to previous information (personal experiences or other texts).</p> <p>Informational and imaginative texts have elements that can be identified and described:</p> <p>Topics, important information, details.</p> <p>Main characters and setting.</p> <p>Plot including: Problems and solutions and the sequence of events.</p>	<p>Express pertinent ideas, feelings, and opinions about what is read or discussed</p> <p>Predict what will happen next in a story or what <u>might</u> happen if certain aspects changed in the story (character makes a different choice, etc.)</p> <p>Compare two versions of text about a topic or story.</p> <p>Tell what they would do if they were a character in the story.</p> <p>Distinguish between fantasy and reality.</p> <p>Recall facts and information.</p> <p>Orally contribute pertinent information to be placed on graphic organizers.</p> <p>Listen respectfully to other students’ opinions and respond appropriately.</p> <p>Identify similarities and differences between your ideas and those of others and authors.</p>	<p>Responses during class discussions about topics and literature.</p> <p>Responses during shared and guided reading.</p>	Sept. – June (orally)

# COURSE: ELA

## Grade Level: Kindergarten

### Essential Questions: Why and how do people learn to read, write, listen and speak?

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS :	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
Comprehension Continued...	Standard 4 Social Interaction	Why is it important to read, write, listen and speak to others?  Are their rules and strategies that people can use to help them understand and communicate with others?	People need to read, write, listen and speak effectively to and with others during all activities in daily lives. People need to try to understand and respond appropriately and effectively with others to get needs met, live well, and be good citizens. There are important rules and strategies that help people communicate and understand each other better.  Distinguish between a story and a poem with assistance.	Look at the speaker Show respectful listening manners Offer pertinent and appropriate comments during discussions. Use appropriate language and tone when speaking. Communicate thoughts and ideas through writing. Send cards, thank you notes and other correspondences to others. Read cooperatively with a partner or small group.	Daily interactions Listening behaviors Shared writing Letter writing using "Wee Deliver" in-school mail system	Sept. - June  Mar. - June  Writing and sending letters in school

WEEKS	TOPICS	FOCUS BOOK TITLES	TAKE-HOME BOOK TITLES
First Days	Classroom set-up, materials, routines:		
Week 1	• Getting to know you, Rules, Fire Safety	<u>We are all alike...different</u> , <u>Miss Bindergarten gets ready for Kindergarten</u> ,	<u>The Fire Drill</u>
Week 2	• Colors & Shapes (introduction to using Art Media)	<u>Freight Train</u> , <u>I Went Walking</u> , <u>Brown Bear ...</u> ,	<u>Orange is a Carrot</u>
<b>FALL: What happens in the Fall? How do living things grow and change?, Weather, People, Animals, Our Earth</b>			
3	• Caterpillar to Butterfly (introduction to life -cycle)	<u>The Very Hungry Caterpillar</u> , <u>Waiting for Wings</u> , <u>Monarch Butterfly</u> (Smithsonian collection)	<u>The Butterfly</u>
4	• Apples (introduction to plant cycles)	<u>The Apple Pie Tree</u>	<u>Apples</u>
5	• Leaves & Coats (Weather Changes)	<u>The Tiny Woman's Coat</u>	<u>My Coat</u>
6	• Seed Production (Plants get ready)	<u>The Tiny Woman's Coat</u>	<u>Seeds</u>
7	• Pumpkins / Harvest Time (People get ready)	<u>Pumpkin</u> , <u>Pumpkin</u>	<u>The Pumpkin</u>
8	• Hibernation / Migration (Animals get ready)	<u>Time To Sleep</u> , <u>Animals in Winter</u>	<u>Winter</u>
9	• Evening Routines (Time change/ Our Earth)	<u>Sing A Song</u> , <u>In A Dark, Dark Wood</u> ,	<u>Good Night!</u>
<b>FAMILIES: How do people grow and change? What are Wants and Needs? How are these alike/different and how do they change over time - from past to present and in other cultures?)</b>			
10	• Babies (we grow and change)	<u>Baby Gets Dressed</u> , <u>Babies Everywhere</u>	<u>A Baby</u>
11	• Thanksgiving – family traditions, people of long ago	<u>Pilgrim Children Had Many Chores</u> , <u>Sarah Morton's Day</u>	
12	• Farms (animals grow and change, needs)	<u>The Farm Concert</u> , <u>One, Cold, Wet Night</u>	<u>Good Morning Farm</u>
13 A	• <b>AFRICA:</b> People of other cultures (wants/needs)	<u>Bringing the Rain to the Kapiti Plain</u> , <u>Moja Means One</u> , (Several other books)	<u>Africa</u>
<b>ANIMALS: Learn about animals: physical characteristics, their homes, survival needs, lifecycles, interesting facts</b>			
14 B	• Backyard Birds	<u>Feathers for Lunch</u>	<u>Boys</u> (Boys and girls can like the same things)
15 C	• Cats	<u>Cookies Week</u> , <b>Have You Seen My Cat?</b>	<u>The Cat</u>
16 D	• Dinosaurs (extinction)	<u>Dinosaur</u> , <u>Dinosaur</u>	<u>Dinosaurs</u>
17 E	• Eggs (also, in physical science: intro to <b>Electricity, inquiry</b> )	<u>Chickens Aren't the Only Ones</u>	<u>Eggs</u>
18 F	• <b>Floating and Sinking</b> (Intro to buoyancy, inquiry; Chinese New Year – <b>CHINA</b> )	<u>Is It Floating?</u> , <u>the Dragon Dance</u> (Chinese New Year)	<u>The Fly</u>
19 G	• Goats ( <b>Folk Tales</b> )	<u>The Three Billy Goats Gruff</u>	<u>The Goose</u>
20 H	• Homes (Animal Homes)	<u>Home for a Bunny</u> (also several science titles about animal habitats) <u>The Little Red Hen</u> (Folk Tales continued)	<u>My Home</u>
21 I	• Insects (intro to insects)	<u>Fascinating Insects</u>	<u>Insects</u>
22 J	• Jungles ( <b>intro to Rainforests, endangered</b> )	<u>Step inside a Rainforest</u> , <u>Slowly, Slowly, said the Sloth</u>	<u>A Jungle</u>

	<b>species</b> Check Scotia Glenville museum outreach)			
23	K	• Kangaroos, Koalas, Kookaburras <b>(AUSTRALIA)</b>	<a href="#">Koala Lou</a> , <a href="#">Joey</a> , <a href="#">Kookaburra Song</a>	<a href="#">The Crazy Kitchen</a>
24	L	• Lions, Lambs, Leprechauns <b>(WEATHER, SEASONAL CHANGES, Spring is coming)</b>	<a href="#">It Looked Like Spilt Milk</a>	<a href="#">Little Cloud</a>
25	M	• Mud, (In science: animals use mud, SPRING: mud), Monkeys	<a href="#">Mud</a> , <a href="#">MEANIES</a>	<a href="#">Mud</a>
26	N	• Nests (ANIMALS IN SPRING, nest collection)	<a href="#">It's Nesting Time</a> ,	<a href="#">A Nickel</a>
27	O	• O Animals: octopus, owls, ostriches	<a href="#">Over in the Meadow</a> , <a href="#">Over in the Grasslands</a> , <a href="#">Somewhere In the Ocean</a>	<a href="#">Oh Frog!</a>
28	P	• Penguins <b>(ANTARCTICA)</b> , Polar Bears <b>(ARCTIC)</b>	<a href="#">Antarctica</a> , <a href="#">Emperor's Egg</a>	<a href="#">Pockets</a>
29	Q	• Quilts <b>(Passage of time</b> , caring for artifacts, preparing for Bennington Museum visits in May/June)	<a href="#">The Quilt Story</a>	<a href="#">Be Quiet!</a>
30	R	• Rain and Rainbows (Intro to <b>Rain Cycle, Light And Color</b> )	<a href="#">RAIN!</a> , <a href="#">Why Does It Rain?.</a> <a href="#">A Cool Drink of Water</a> , <a href="#">The Rainbow Fish</a>	<a href="#">Rabbit, Rabbit, What Do You Read?</a>
31	S	• Sea (INTRO TO <b>SEA LIFE</b> )	<a href="#">Commotion in the Ocean</a> , <a href="#">Into the Sea</a> ,	<a href="#">Down by the Sea</a>
32	T	• Tigers, TRAINS!	<a href="#">The T-Shirt Song</a> , and several train theme books and songs	<a href="#">What Will You Take On A Train Trip?</a>
33	U	• United States of America, Uncle Sam <b>(Citizenship, The Flag)</b>	<a href="#">America the Beautiful</a> , <a href="#">I Pledge Allegiance</a> , <a href="#">This Land is Your Land</a>	<a href="#">Uh Oh Ladybugs</a>
34	V	• Vegetables (planting seeds, <b>PLANT GROWTH</b> , gardens)	<a href="#">Growing Vegetable Soup</a>	<a href="#">Vegetable Soup</a>
35	W	• Whales (Into. Mammals, Polar Region animals)	<a href="#">Blue Whale</a> , <a href="#">Whales</a> , <a href="#">Killer Whales</a> , <a href="#">Baby Beluga</a> (and many other underwater mammal books)	<a href="#">A Whale</a>
36	X	• X (middle and ending, x vs. cakes)	<a href="#">The Mixed Up Chameleon</a>	<a href="#">The Mixed Up Animal</a>
37	Y	• You and Me (Friends, end of school)	<a href="#">You!. Yes?</a>	<a href="#">I Like You</a>
37	Z	• Zoo Animals	<a href="#">Zoo Pets</a> (caring for zoo animals, visiting zoos)	<a href="#">Zip, Zip</a>