

Kindergarten Language Arts **DRAFT 2009-2010** \***Bold = skills tested in McGraw Hill** **Bold & underline = priority skill from MS**

	August	September	October	November	December
Essential Questions	What's a letter?	What's a letter? What's in a book? What can a book do?	Which letters make up words?	What's in a book? What can a book do?	How can I hear parts of a word? How can I hear the pieces of a word?
Themes	<i>Great Beginnings</i> The Color Week	<i>All About Me-I Am Special</i>	<i>Harvest Time</i> Donuts with Dad/ /Fall Fun Rotations	<i>Making Memories</i> Thanksgiving Luncheon in the cafeteria/ Cowboy Day	<i>Traditions and Celebrations</i> Holiday Parties
Content	Letters (upper and lowercase)	Color words Writing First Name	Letters/Words	Graphic Organizers Story Details	Fiction/Non-fiction Beginning and Ending sounds
Skills	<p><b>YEARLY ON GOING:</b> Informally Assess: <b>ABC, colors, rhyming words</b>, book awareness, left/right, clap 1-2 syllable words, shapes, Numbers 1-10, Count letters in name</p> <ul style="list-style-type: none"> <li>Use illustrations</li> <li>Sequence of events-first, next, last</li> <li>Exhibits fine motor skills-coloring, cutting, gluing, printing</li> <li><u>Listens attentively to a story</u></li> </ul> <p>Compose visual images &amp; use to dictate a personal story 3c2</p> <p>*Distinguish between uppercase &amp; lowercase letters 1a8</p> <p><b>Authors: Eric Carle &amp; Jan Brett</b> <b>Artists: Pollock &amp; Worhol</b></p>	<ul style="list-style-type: none"> <li>Use illustrations</li> <li>Recognize, match, and discriminates 8 basic colors</li> <li>Sequence</li> <li><b><u>Left and right1a1</u></b></li> <li>Identify upper/lower &amp; match: N, A 1c1</li> <li>Identify sound of : N, A 1b7</li> <li><b>Forms letter correctly: N A D</b></li> <li>Exhibits fine motor skills-coloring, cutting, gluing, printing</li> <li>Traces shapes 4b4b</li> <li>Recognizes name</li> <li>Writes first name</li> <li>Holds a pencil correctly</li> <li>Recognizes print in the environment 1c7</li> <li><b><u>Name pictures of common objects and concept 1e1</u></b></li> <li><b><u>Use words to describe location, size, color, &amp; shape. 1e2</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Use Story details</li> <li>Identify numbers</li> <li>Classify and Categorize</li> <li>Identify shapes-circle, triangle, square, rectangle</li> <li>Identify upper/lower&amp; match : D, S, M, I-1c1</li> <li>Identify sound of : , S, M, I 1b7</li> <li>Forms letter correctly: D, S, M, I</li> <li>Exhibits fine motor skills-coloring, cutting, gluing, printing</li> <li><b><u>Points and says letters in name 4b3b</u></b></li> <li>Interprets pictures orally</li> <li>Writes first name from memory</li> <li>Listens to age appropriate story</li> <li>Follows simple directions</li> <li>Compose a visual image that conveys meaning to a story 2d3</li> <li>Make connection between self &amp; text after shared reading2d2</li> <li>Distinguish letters from words 1a7</li> <li>Break spoken sentences into individual words. 1b1</li> <li>Compose oral descriptions of a familiar person, place, thing 3b2</li> <li>Position paper in order to write in left to right progression 4b4a</li> </ul>	<ul style="list-style-type: none"> <li>Use story details</li> <li>Classify &amp; categorize pictures 1e3</li> <li>Use shapes and Numbers</li> <li>Identify opposites</li> <li>Predict</li> <li>Above, on, below</li> <li>Identify upper/lower &amp; match : T, C,O 1c1</li> <li>Identify sound of : T, C,O 1b7</li> <li>Forms letter correctly: T, C,O</li> <li>Exhibits fine motor skills-coloring, cutting, gluing, printing</li> <li>Retells a familiar story using own words with book as reference 2c1</li> <li><b><u>Holds a book in correct way-left to right 1a1</u></b></li> <li>Reproduces a pattern 4b4c</li> <li>Begins to read predictable books</li> <li>Dictates a story</li> <li>Retells a personal story</li> <li>Reads and recognizes names 1c7</li> <li>Recognize that sentences in print are made up of separate words 1a6</li> <li>Trace, copy, &amp; generate letters. 4b4d</li> <li>Compose drawings &amp; orally describe compositions 3b1</li> <li>Compose dictated narratives retelling a personal story 3c1</li> <li><b>Big Books: Use pictures &amp; context to understand the meaning of a word. 1g</b></li> <li>Use appropriate composing process- use graphic organizers to generate and organize ideas 3a1</li> <li>Use appropriate composing process-begin to put thoughts on paper 3a2</li> </ul>	<ul style="list-style-type: none"> <li>Top, middle, bottom</li> <li>Fantasy/reality</li> <li>Opposites</li> <li>Identify upper/lower &amp; match F, T, R 1c1</li> <li>Identify sound of : F, T 1b7</li> <li><b><u>Forms letter correctly: F,T</u></b></li> <li>Reproduces a pattern</li> <li>Begins to read predictable books</li> <li>Dictates a story</li> <li>Retells a personal story</li> <li>Isolates beginning sounds in words</li> <li><b><u>Correctly uses space between</u></b></li> <li>Begins to know text structures fiction/nonfiction 2a3</li> <li>Identify favorite passages 2d4</li> <li>Recognize &amp; record some beginning &amp; ending sounds in words 4b3a</li> <li>Speak in complete sentences 4c1</li> <li>Initiate questions in conversation using age appropriate words, phrases, &amp; sentences. 4c2</li> </ul>
Art Infused Ideas	Decorate a gingerbread man school/ho Newspaper nest me connection	Apple prints/patterns "Magritte" Blue Dog – Sept. Jackson Pollock (Drip Drop)	Marble Painting	Decorate Turkey feathers school home connection - sunset desert painting	Christmas ornament 3D Robots Reindeer Book (color)
Assessments	Teacher observations CPAA	Modeling	Work Samples	Teacher observations Demonstrations	Instant recall Discussion

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	January	February	March	April	May
Essential Questions	How can I use my understanding of the parts of words to understand the whole word?	What word is this? How can I tell? How are these words similar? How are they different?	How can I use words to better share what I know? How has the author helped me to understand the story?	What should I write about? How can I decide? How should I write my story?	What is important in this story? How can I tell? What was the story about?
Themes	<i>The Circle of Day and Night</i> 100 <sup>th</sup> Day of School	<i>People and Places or Happy Healthy Me</i> Valentine Party Mardi Gras	<i>Growing and Changing</i> Japan	<i>The Big Backyard</i> Zoo Trip?	<i>Changes</i>
Content	Main Idea Track Text Beginning Sounds	Sight Words Rhyming words	Parts of a book? Capitalization/Punctuation Synonyms/Antonyms	Writing process Blending phonemes	Rhyming words Word Families Writing Process
Skills	<p><b>*Main idea</b>  <b>*On/off</b>  <b>*Compare/contrast</b>  <b>*Inside/outside, over/under, up/down, on/off</b>  <b>*Identify upper/lower &amp; match R, P, L, U, -1c1</b>  <b>*Identify sound of : P, L, U, 1b7</b>  <b>*Forms letter correctly: R, P, L, U</b>  <b>*Demonstrate print has meaning 1a2</b>                      *Blends and segments the onset and rime of spoken one-syllable words ex. /h/ + at= hat 1b6                      *Introduce color words                      *Tells a story w/wo the aid of picture                      *Ask questions seeking info                      *Select and share personal work with others  <b>*Recognize the beginning sound in spoken words 1b3</b>                      *Interpret text through moving, drawing, speaking, acting, or singing 2d1                      *Use composing process-revising-begin to add details to compositions 3a3                      *Track text when reading aloud 1a4                      *Track text left to right &amp; top to bottom on a printed page 1a5</p>	<p><b>*Story Structure-main character, setting, major events 2b2</b>  <b>*Naming words</b>  <b>*Summarize</b>  <b>*Action Words</b>  <b>*Identify upper/lower &amp; match : K, G, E, -1c1</b>  <b>*Identify sound of : K, G, E, 1b7</b>  <b>*Forms letter correctly: K, G, E,</b>                      *Recognizes and identifies number words  <u>*Identifies color words 1c6</u>                      *Communicates in written form  <u>*Writes a simple sentence that has meaning to the student</u>                      *Recognize the same initial phoneme orally  <u>*Ask questions seeking info</u>                      *Select and share personal work with others                      *Expresses wants &amp; needs in primary language                      *Identifies words in an experience story                      *Responds to cue words that end the same  <u>*Substitute consonant sounds to form words</u>                      *Supplies missing words in a sentence  <u>*Arranges simple sentences in order</u>                      *Uses appropriate writing process                      *Identifies and begins to spell simple words                      *Identify rhyming words in response to an oral prompt 1b2                      *Answer literal who, what, where questions 2b1                      *Compose class report/chart about a familiar topic 3d1                      *Spell some sight words 4b3c</p>	<p><b>*Summarize</b>  <b>*Action Words</b>  <b>*Story structure</b>  <b>*Identify upper/lower &amp; match: B 1c1</b>  <b>*Identify sound of : B 1b7</b>  <b>*Forms letter correctly: B</b>                      *Recognizes and identifies # words                      *Recognize same initial phoneme orally                      *Select and share personal work with others                      *Ask questions seeking info  <u>*Identifies words in an experience story-high frequency words 1c6, 1c7</u>                      *Responds to cue words that end the same                      *Substitute consonant sounds to form words                      *Supplies missing words in a sentence                      *Arranges simple sentences in order                      *Identifies and begins to spell simple words                      *Identify, blend &amp; segment sounds with spoken word 1b5, 1b9                      *Begin to recognize &amp; use end punt. 4b1                      *Begin to recognize &amp; use cap. Letters 4b2                      *Retell 2-3 steps in the sequence of events 2c3                      *Retells a familiar story without book including beg, middle, end 2c2                      *Use composing process editing- begin to edit for capt.&amp; end punctuation 3a4                        *Name synonyms &amp; antonyms 14f                      *Introduce text features, titles, illustrations 2a1                      *Identify front cover, back cover, &amp; title page 1a3, 2a2</p>	<p><b>*Cause/effect-use illustrations to discuss main idea-2b3</b>  <b>*Shapes-circle, triangle, square, rectangle</b>  <b>*Understand &amp; make simple inferences2b4</b>  <b>*Inferences</b>  <b>*Categories</b>  <b>*Identify upper/lower &amp; match H, W, V, X, Q, J, Y, Z-1c1</b>  <b>*Identify sound of : H, W, V, X, Q, J, Y, Z 1b7</b>  <b>*Forms letter correctly: H, W, V, X, Q, J, Y, Z</b>  <b>*Blends phonemes orally to make a word 1b8</b>                      *Reads labeled objects in classroom                      *Reads &amp; recognizes words representing familiar objects and pictures                      *Supplies missing words in a sentence  <u>*Identifies and begins to spell simple words</u>                      *Substitute consonant sounds to form words                      *Compose functional text (labels) 3d2</p>	<p><b>*Cause and effect</b>  <b>*Identify upper/lower &amp; match : All A_Z 1c1</b>  <b>*Identify sound of : All A-Z 1b7</b>  <b>*Forms letter correctly: All A-Z</b>                      *Supplies missing words in a sentence                      *Uses appropriate writing process  <u>*Identifies and begins to spell simple words</u>  <u>*Recognizes and identifies short vowels 1b3</u>  <u>*Recognizes and identifies number words 1c6</u>  <u>*Identify final sound 1b3</u>  <u>*Produce rhyming words in response to an oral prompt. 1b2</u>  <b>Generate a group of spoken words that begin or end with the same sound 1b4</b>  <b>*Understand as letters in words change so do the sounds in the words 1c2</b>  <b>*Begin to recognize &amp; read common word families 1c4,1c5</b>  <b>*Use composing process-publish &amp; share compositions w/others by displaying &amp; retelling 3a5</b>  <b>*Begin to recognize the use of nouns, verbs, adv. 4a1</b>  <b>*Begin to recognize the use of articles &amp; conjunctions 4a2</b>  <b>*Spell last name 4b3c</b>  <b>*Write 1<sup>st</sup> &amp; last name legibly 4b4e</b></p>
Art Infused Ideas	Starry Night 100 Day of school home project Use a print to tell a story	Make a rhyming word movie, paint and decorate sight words, Kandisky print, Three Billy Goats Gruff Drama, Elmer the Elephant	Disguise the East Bunny Take home project Japan Art (Cherry Blossoms, fish print, fans, koi fish)	Class quilt, Warhol Zebra Project, Vases, VanGogh, Use drums to tap words, syllables, student showcase	Mother's Day Project, Insect unit, Ocean unit, Technology Projects (imovie)
Assessment	Formal Testing on Checklist	Teacher observations	Teacher observations	CPAA	Formal Parent Conferences