

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Language Arts/Kindergarten

Essential Questions: How do we understand what we read?
How does literature enrich our lives?
How do we write, speak and present effectively?
How do we use the English language appropriately to speak and write?

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
UNIT ONE: Launching Reader's and Writer's Workshop (5 weeks)	<p style="text-align: center;">Content Standard 1: Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;">READING</p> <p>Concepts of Print:</p> <ul style="list-style-type: none"> • Identify parts of a book including spine, cover, title, title page, text pages and back. • Hold the book correctly. • Identify where to begin reading. • Distinguish letters from words. • Recognize that words are separated by spaces. • Demonstrate left to right page sequence. • Identify first and last letter/first and last word on a page. • Understand that print conveys a message. • Recognize that print and pictures tell a story. 	<p>Reading Comprehension Analysis Completed at student's independent reading level, 4 or above, as measured by a running record P- Emerging or Developing M- Independent E- Advanced</p> <p>Running Records A minimum of 2 are required at student's Instructional or Independent level Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Touchstone Text: <u>Chicka Chicka Boom Boom</u>, <u>Cookie's Week</u>, <u>This is My School</u>, <u>Dinosaur Week</u>, <u>The Enormous Watermelon</u>, <u>The Seed</u>, <u>Brown Bear, Brown Bear</u>, <u>Huggles Breakfast</u>, <u>Shopping</u>, Variety of Mercer Meyer books</p> <p>Posters: Your Job As A Reader What Does Reader's Workshop Look Like? Picture Walking Learning Letter Sounds</p>

	<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>Content Standard 2: Exploring and Responding to Literature</p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>Content Standard 3: Communicating with Others</p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	<ul style="list-style-type: none"> • Name several common sources or print, e.g., newspapers, birthday cards, books. <p>We're Ready to Read:</p> <ul style="list-style-type: none"> • Demonstrate proper book handling. • Demonstrate return sweep with at least 2 lines of text. • Identify a known word in context. • Demonstrate independent reading. • Track print from left to right demonstrating one-to-one correspondence. • Match spoken words with printed words. • Views self as a reader. • Picture walk; use pictures as a source of information. • Make predictions based on title and pictures. • Activate prior knowledge to aid comprehension. • Answer literal questions about a text read aloud. • Ask questions when things do not make sense.* • Sustain independent and partner reading for 20 minutes in workshop setting. 	<p>Dictation Analysis-Raw Data</p> <p>Initial Baseline and end-of-trimester</p> <p>Scored number of correct phonemes out of 37</p> <p>Score below 20= P</p> <p>Score 20-30= M</p> <p>Score 31-37= E</p> <p>Spelling Assessments</p> <p>High Frequency Words 1-10</p> <p>P – 80% or below</p> <p>M – 81% - 95%</p> <p>E – 96% or above</p>	<p>Hands-on:</p> <p>Magnetic letters</p> <p>Sorting cards</p> <p>Puzzles</p> <p>Picture/Sound card match</p> <p>Letter Sounds book</p>
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	<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>Content Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p style="text-align: center;">WRITING</p> <p>We're Ready to Write:</p> <ul style="list-style-type: none"> • Generate ideas for writing.* • Write first name with correct capitalization and letter formation without a model. • Write and draw a descriptive piece using pictures and letters to describe the idea or event. • Use letters to represent beginning phonemes. <p style="text-align: center;">ORAL LANGUAGE/LISTENING</p> <p>Communicating With Others:</p> <ul style="list-style-type: none"> • Focus on the speaker when listening. • Take turns during conversation. • Participate in group discussion. • Use a voice level fitting the setting. • Identify common spoken words in basic categories, e.g., gives examples of favorite foods. • Follow simple one-step directions. 		<p>Alphabet strips Word Wall</p> <p>Posters: Your Job As A Writer Generating Ideas for Writing First, Next, Last Retelling</p> <p>Listening stations Multiple books and poems on tape)</p>
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		<p style="text-align: center;">WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Identify upper and lower case letters of the alphabet. • Produce appropriate consonant sound for letters presented. • Identify spoken words with similar initial sounds • Write upper and lower case letters of the alphabet using a model. • Identify the following high-frequency words: the, is, am, to my, here. • Explore using the high-frequency sight words in writing. 		<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards</p>
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<p>UNIT TWO:</p> <p>Developing a Sense of Story</p> <p>(7 weeks)</p>	<p>Content Standard 1: Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>Content Standard 2: Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	<p>READING</p> <p>Demonstrating Positive Reading Behaviors:</p> <ul style="list-style-type: none"> • Locate one or two known words on a page (bracket word with pointing finger). • Demonstrate good partnership behavior: sit shoulder to shoulder, hold book together, share 1 book, talk about the book, practice the skill modeled in mini-lesson. • Sustain independent and partner reading for 30 minutes in workshop setting. <ul style="list-style-type: none"> • Carry the pattern in a predictable text. • Mimic teacher modeling for getting mouth ready for initial sound. • Read with correct expression and pace, using a talking voice, with familiar text. • Retell a story through dramatization. • Identify characters in a text. • Identify beginning, middle and end (BME) of text read aloud. • Make simple personal connections. • Activate prior knowledge to aid comprehension.* • Answer easy inferential questions from text read aloud. 	<p>Fluency, Decoding and Comprehension – DRA II P – DRA II Level 1 or below M – DRA II Level 2 E – DRA II Level 4 or above</p> <p>Letter/Sounds Identification Identifies Upper and lower case letters Score below 100%= P Score 100%= M Produces appropriate consonant sounds Score below 90%= P Score 90-100%= M Identifies letters matched to short vowel sounds Score below 90%= P Score 90-100%= M</p> <p>Running Records A minimum of 2 are required at student’s Instructional or Independent level Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Touchstone Text: <u>Mrs. Wishy Washy,</u> <u>Old MacDonald,</u> <u>Farmer in the Dell,</u> <u>How Do Dinosaurs Go To School?</u> <u>Let’s Have a Swim,</u> <u>Good For You,</u> <u>The Birthday Cake,</u> A variety of poems</p> <p>Posters: Vowels of the Alphabet, How To Be A Good Partner, Smart Readers...</p> <p>Hands-on: Felt board stories Puppets with prompts for reenacting stories Word matching games</p>
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	<p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>Content Standard 3: Communicating with Others</p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>Content Standard 4: Applying English Language Conventions</p> <p>Students apply the conventions of standard English in oral, written and visual communication.</p>	<p style="text-align: center;">WRITING</p> <p>I Can Write:</p> <ul style="list-style-type: none"> • Independently writes first name on paper without a model. • Produce an informational piece by writing simple lists, labels, captions or informational sentences (e.g., I see mom). • Write/draw for 20 minutes in a workshop setting. <p style="text-align: center;">ORAL LANGUAGE/LISTENING</p> <p>Expressing Ourselves:</p> <ul style="list-style-type: none"> • Make simple comparisons using positional words. • Recite short poems, rhymes, chants or songs. • Ask questions when things do not make sense.* • Express opinions about texts and classroom activities and states why, e.g., “I like green because...I did not like the story because...” 	<p>Concepts of Print-Raw Data</p> <p>Scored number correct out of 15</p> <p>Score below 6= P Score 6-10= M Score 11-15= E</p> <p>Writing Conventions Checklist</p> <p>Score each item P, M or E. Determine holistic score for trimester: P, M or E</p> <p>Dictation Analysis-Raw Data</p> <p>Initial Baseline and end-of-trimester</p> <p>Scored number of correct phonemes out of 37</p> <p>Score below 20= P Score 20-30= M Score 31-37= E</p>	<p>Poster: Sentence starter prompts e.g., “I like ____ because...”</p>
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	<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p style="text-align: center;">WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Produce groups of words orally that begin with the same initial sounds. • Identify letters matched to short vowel sounds. • Spell the following high frequency sight words: is, am here, the, to, my, here, come, said, look. (Teacher administers 10 word spelling test to all students). 	<p>Spelling Assessments High Frequency Words 1-10 P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards Hands-on: Word challenge cards, Priority word books Story sequencing picture cards</p>
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<p>UNIT THREE:</p> <p>Discovering Story Elements</p> <p>(5 weeks)</p>	<p>Content Standard 1: Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p>READING</p> <p>Reading On My Own:</p> <ul style="list-style-type: none"> • Independently picture walk given text. • Read decodable text to practice and gain fluency. • Self-monitor and self-correct to improve meaning. • Independently produce initial sound for unknown word in text (“get mouth ready”). • Use picture cues to aid in decoding unknown words. • Recognize that sentences are made up of separate words that convey a complete thought. • Retell a story using proper sequence. • Identify story elements: Characters, Setting, Events, Problem, Solution. <ul style="list-style-type: none"> • Express opinion about text and reason “why” using “because” e.g., “I liked the part when... because...” • Make predictions about what may happen next. 	<p>Reading Comprehension Analysis</p> <p>Completed at student’s independent reading level, 4 or above, as measured by a running record</p> <p>P- Emerging or Developing M- Independent E- Advanced</p> <p>Running Records</p> <p>A minimum of 2 are required at student’s Instructional or Independent level</p> <p>Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Touchstone Text: <u>Mud Walk,</u> <u>Mr. Dishy Washy,</u> <u>The Gingerbread Man,</u> <u>Goldilocks and the Three Bears,</u> <u>Snow Bears,</u> <u>The Sneezzy Wheezy Witch,</u> <u>Good Dog, Carl</u></p> <p>Posters: Reading Strategies, Story Mapping, Stuck on a Word Months of the Year Color Words</p> <p>Hands-on: Reading Strategies bookmarks</p>
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	<p>Content Standard 2: Exploring and Responding to Literature</p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>Content Standard 3: Communicating with Others</p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	<p>WRITING</p> <p>Matching Pictures to Words:</p> <ul style="list-style-type: none"> • Uses letters in writing to represent beginning and ending phonemes. • Uses spaces between words. • Uses left to right, top to bottom progression. • Able to write upper and lower case letters when the letter is dictated. • Write and draw journal entries about a day's events. • Revise by adding more. • Use environmental print when writing.* • Use period at the end of a sentence. • Write for 30 minutes in a workshop setting. <p>ORAL LANGUAGE/LISTENING</p> <p>Communicating With Others:</p> <ul style="list-style-type: none"> • Listen and respond to questions. • Ask questions when things don't make sense.* • Relate an experience or a story in logical sequence. • Follow two-step directions. 	<p>Teacher-created rubric for evaluating writing</p>	<p>Hands-on: Writing in shaving cream, sand Space Man</p> <p>Listening Center activities (listen and respond)</p> <p>Poster: Sequence words chart</p>
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	<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>Content Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Produce rhyming words orally in response to spoken words. • Identify spoken words with similar ending sounds. • Blend onset and rime to form words, e.g., /d/o/g/ =dog. • Spell all previous high-frequency words plus: a, at, an, and, can, he, I 	<p>Spelling Assessments High Frequency Words 1-25</p> <p>P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards</p> <p>Hands-on: Picture cards for rhyme matching The Mystery Bag (rhyming match guessing game)</p>
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<p>UNIT FOUR:</p> <p>Exploring Nonfiction</p> <p>(4 weeks)</p>	<p>Content Standard 1: Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p>READING</p> <p>Discoveries in Nonfiction:</p> <ul style="list-style-type: none"> • Activate prior knowledge to aid in comprehension of fiction and nonfiction texts in terms of what is true and what is not true. • Identify part of a text that seems important. • Locate unknown word in text based on initial sound. • Answer literal questions about text and locate evidence in text to support answer. • Name characteristics of a nonfiction text, e.g., can have real photographs, is about something realistic, informs or teaches. • Identify the topic of a nonfiction text. • Sort texts into categories of fiction and nonfiction. • Identify the specific purpose of a nonfiction text, e.g., to find information, to learn, to convey a message. • Uses some key language from the text when retelling. • Identify question in text based on ending punctuation (?). • Sustain attention during independent and partner reading for 45 minutes in a workshop setting. 	<p>Fluency, Decoding and Comprehension – DRA II</p> <p>P – DRA II Level 3 or below</p> <p>M – DRA II Level 3</p> <p>E – DRA II Level 5 or above</p> <p>Letter/Sounds Identification</p> <p>Identifies Upper and lower case letters</p> <p>Score below 100%= P</p> <p>Score 100%= M</p> <p>Produces appropriate consonant sounds</p> <p>Score below 95%= P</p> <p>Score 90-100%= M</p> <p>Identifies letters matched to short vowel sounds</p> <p>Score below 95%= P</p> <p>Score 90-100%= M</p> <p>Running Records</p> <p>A minimum of 2 are required at student’s Instructional or Independent level</p> <p>Easy- 95-100%</p> <p>Instructional- 90-94%</p> <p>Hard- 50-89%</p>	<p>Posters: What is Nonfiction?</p> <p>Touchstone Texts: <u>All About the Weather Bears</u> <u>The Mitten</u> Scholastic Series nonfiction Big Books</p> <p>Hands-on: Realia- artifacts for description</p>
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	<p>Content Standard 2: Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>Content Standard 3: Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p>WRITING</p> <p>Expressing Ideas:</p> <ul style="list-style-type: none"> • Writes first and last name with correct capitalization using a model • Revises by adding simple descriptive words, e.g. the brown dog. • Draw and write a persuasive piece to express an idea for liking something, e.g., “I like ice cream. It tastes good.” <p>ORAL LANGUAGE/LISTENING</p> <p>Questioning For Understanding:</p> <ul style="list-style-type: none"> • Identify the number of syllables in a three-syllable word. • Share written work with others using appropriate voice. • Identify the difference between asking and telling sentences. • Substitute initial phoneme sounds to produce new words, e.g., big, dig. • Ask questions to clarify understanding. • Listen to acquire new information. 	<p>Concepts of Print-Raw Data Scored number correct out of 15 Score below 10= P Score 11-15= M</p> <p>Writing Conventions Checklist Score each item P, M or E. Determine holistic score for trimester: P, M or E</p> <p>Dictation Analysis-Raw Data Initial Baseline and end-of-trimester Scored number of correct phonemes out of 37 Score below 25= P Score 26-35= M Score 36-37= E</p>	<p>Posters: Using Your Senses (descriptive word text) Family Word Walls</p> <p>Hands-on: Sight Word By The Door Snowball Words Spelling sight words with labeled unifix cubes</p>
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	<p>Content Standard 4: Applying English Language Conventions</p> <p>Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Identify patterns in books, rhymes and songs. • Spell all previous high-frequency words plus: in, it, like, me, see, so, up, we 	<p>Spelling Assessments High Frequency Words 1-25</p> <p>P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards</p> <p>High-frequency word cards on rings</p>
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<p>UNIT FIVE:</p> <p>Exploring Our World Through Narrative Text</p> <p>(7 weeks)</p>	<p>Content Standard 1: Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p>READING</p> <p>People and Places:</p> <ul style="list-style-type: none"> • Read decodable text to practice and gain fluency.* • Read in longer phrases. • Reread to self-correct • Use common chunks to decode words • Decode unfamiliar words based on meaning, syntax and visual clues: makes sense, sounds right, looks right. <ul style="list-style-type: none"> • Confirm word meanings using prior knowledge, context, photos, illustrations and diagrams. • Identify the setting, problem, solution and important events of the plot of a story. • Develop questions to set context for story comprehension. • Read and listen to stories with varied cultural perspectives. • Retell text in sequence including only important events. • Identify lesson learned/message/ of text. • Identify conflict in a plot. • Make personal connections related to character situations and the theme or message of the text. 	<p>Reading Comprehension Analysis</p> <p>Completed at student’s independent reading level, 4 or above, as measured by a running record</p> <p>P- Emerging or Developing M- Independent E- Advanced</p> <p>Running Records</p> <p>A minimum of 2 are required at student’s Instructional or Independent level</p> <p>Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Touchstone Text: <u>The Snowy Day</u> <u>The Little Yellow Chick</u> <u>Caps For Sale</u> <u>The Big Hungry Bear</u> <u>Rosie’s Walk</u></p> <p>Posters: Reading Strategies Identifying the Problem and Solution Identifying Your Favorite Part Making Personal Connections</p>
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	<p align="center">Content Standard 2: Exploring and Responding to Literature</p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p align="center">Content Standard 3: Communicating with Others</p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	<p align="center">WRITING</p> <p>Crafting a Story:</p> <ul style="list-style-type: none"> • Write first and last name with correct capitalization without a model. • Use capital letters to begin sentences, names and the word “I”. • Use periods, question marks and exclamation marks at the end of sentences. • Spell high-frequency words correctly in writing.* • Revise writing by adding detail. • Write a narrative piece containing a character and a problem. <p>• Self-evaluate a piece of writing using a rubric.</p> <p>• Write for 45 minutes in a workshop setting.</p> <p align="center">ORAL LANGUAGE/LISTENING</p> <p>Getting the Message:</p> <ul style="list-style-type: none"> • Refer to characters using character names and appropriate pronouns when retelling. • Name specific story event and give reason related to the story message when reflecting on text. • Follow simple three-step and four-step directions. • Describe objects, events and feelings with detail and example. 	<p>Teacher-created rubric for evaluating writing</p>	<p>Punctuation chart</p> <p>Listening Center with picture prompts</p>
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	<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>Content Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Segment and isolate initial, medial and final sounds in CVC words. • Blend up to three orally presented phonemes to produce a word. • Use common consonant sounds with short vowels to decode three letter words. • Spell all previous high-frequency words plus: do, you, with, went, she, of, this, are, for, on. 	<p>Spelling Assessments High Frequency Words 1-35 P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards Hands-on: Rhyming and spelling word matching with letters and egg puzzles</p>
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<p>UNIT SIX:</p> <p>Exploring Poetry</p> <p>(3 weeks)</p>	<p>Content Standard 1: Reading and Responding</p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p>READING</p> <p>Reading in Rhyme:</p> <ul style="list-style-type: none"> • Names a variety of everyday print materials: poems, newspapers, letters, signs. • Use skip-a-word strategy to problem solve unknown words. • Read familiar poems with correct expression and pace. • Identify the characteristics of rhyming poems. • Compare/contrast a story told in rhyme with a narrative story through class discussion. • Express opinions about poems and give a reason why, e.g., “I liked it because...” • Describe the characteristics of an ABC and acrostic poem. • Sustain longer time period for independent and partner reading (60minutes). 	<p>Fluency, Decoding and Comprehension – DRA II</p> <p>P – DRA II Level 3 or below</p> <p>M – DRA II Level 4</p> <p>E – DRA II Level 6 or above</p> <p>Letter/Sounds Identification</p> <p>Identifies Upper and lower case letters</p> <p>Score below 100%= P</p> <p>Score 100%= M</p> <p>Produces appropriate consonant sounds</p> <p>Score below 100%= P</p> <p>Identifies letters matched to short vowel sounds</p> <p>Score below 100%= P</p> <p>Running Records</p> <p>A minimum of 2 are required at student’s Instructional or Independent level</p> <p>Easy- 95-100%</p> <p>Instructional- 90-94%</p> <p>Hard- 50-89%</p>	<p>Posters: Reflecting on Text What is Print? Key Words Retelling</p> <p>Venn Diagram (for comparing and contrasting story elements)</p> <p>Poems: A variety of poems by Shel Silverstein and Jack Prelutsky</p>
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	<p style="text-align: center;">Content Standard 2: Exploring and Responding to Literature</p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p style="text-align: center;">Content Standard 3: Communicating with Others</p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	<p style="text-align: center;">WRITING</p> <p>Exploring Poetic Forms:</p> <ul style="list-style-type: none"> • Write and illustrate an ABC poem. • Write an acrostic poem. • Demonstrate voice when writing poetry by incorporating descriptive words for different colors, physical features and actions of “characters”. • Self-evaluate a poem using a rubric. • Write for 45 minutes in a workshop setting. <p style="text-align: center;">ORAL LANGUAGE/LISTENING</p> <p>The Language of Poetry:</p> <ul style="list-style-type: none"> • Identify pairs of rhyming words from a poem read aloud. • Listen to differentiate between rhyming and non-rhyming text. • Choose a poem to read aloud to classmates and teacher demonstrating proper volume and pace. • Provide positive feedback to classmates after listening to oral presentations. 	<p>Concepts of Print-Raw Data</p> <p>Scored number correct out of 15</p> <p>Score below 10= P Score 11-14= M Score 15= E</p> <p>Writing Conventions Checklist</p> <p>Score each item P, M or E. Determine holistic score for trimester: P, M or E</p> <p>Dictation Analysis-Raw Data</p> <p>Initial Baseline and end-of-trimester</p> <p>Scored number of correct phonemes out of 37</p> <p>Score below 30= P Score 31-35= M Score 36-37= E</p>	<p>Poetic forms poster</p> <p>Hands-on: Matching Word Endings cards</p> <p>Listening Center Activities</p>
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	<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>Content Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p>WORD STUDY/PHONEMIC AWARENESS/SPELLING</p> <p>Word Power:</p> <ul style="list-style-type: none"> • Read at least 35 high-frequency words out of context. • Identify common word endings that create rhyming pairs, e.g., cat/bat, pig/wig. 	<p>Spelling Assessments High Frequency Words 1-35</p> <p>P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Kindergarten 1-35 priority word chart</p> <p>High-frequency word cards</p> <p>White boards</p>
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