

YORK PUBLIC SCHOOLS

Kindergarten

Revised May 2010

General Course Description:

STRAND	CURRICULAR INDICATORS (What it looks like in the classroom)	DATES TAUGHT	DATE(S) ASSESSED	ASSESSMENT	RESOURCES Materials	LEARNING ACTIVITIES	VOCABULARY
<p>READING</p> <p>Students will learn and apply reading skills and strategies to comprehend text.</p>							
<p>LA 0.1.1</p>	<p>Knowledge of Print: Students will demonstrate knowledge of the concepts of print.</p> <p>LA 0.1.1a - Identify variations in print (e.g., font, size, bold, italic, upper/lower case)</p> <p>LA 1.1.1b - Explain that the purpose of print is to carry information (e.g., environmental print, names)</p> <p>LA 0.1.1c - Demonstrate voice to print match (e.g., student points to words while reads)</p> <p>LA 0.1.1.d - Demonstrate understanding that words are made up of letters</p> <p>LA 0.1.1.e - Identify parts of a book (e.g., cover, pages, title, author, illustrator)</p> <p>LA 0.1.1.f - Demonstrate knowledge that print reads from left to right and top to bottom</p> <p>LA 0.1.1.g - Identify punctuation (e.g., period, exclamation mark, question mark)</p>	<p>August through May</p>	<p>April May</p>	<ul style="list-style-type: none"> • Criterion Referenced Assessment 0.1.1 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • Reading Mastery 	<ul style="list-style-type: none"> • <u>Shared Reading</u> • <u>Emergent; On-Level; and Independent Readers</u> • <u>Decodable Readers</u> • <u>Phonics Stories</u> • <u>Message Board</u> • <u>Question of the Day</u> • <u>Word Work</u> • <u>Listening Center</u> • <u>Name Recognition Activities</u> 	

<p>LA 0.1.1.2</p>	<p>Phonological Awareness: Students will demonstrate phonological awareness through oral activities.</p> <p>LA 0.1.2.a - Segment spoken sentences into words LA 0.1.2.b - Identify and produce oral rhymes. LA 0.1.2.c - Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday) LA 0.1.2.d - Blend and segment onset and rime orally (e.g., v-an, gr-ab) LA 0.1.2.e - Segment onsets and rimes orally (e.g., v-an, gr-ab) LA 0.1.2.f - Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words) LA 0.1.2.g - Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)</p>	<p>August through May</p>	<p>August Dec. May</p> <p>April May</p> <p>As each of the 6 Units are completed</p>	<ul style="list-style-type: none"> • DIBELS • Criterion Referenced Assessment 0.1.2 • Reading Street Unit Benchmark Tests 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • Reading Mastery 	<ul style="list-style-type: none"> • <u>Word Work</u> • <u>Phonics Songs and Rhymes Chart</u> • <u>Talk with Me, Sing With Me Chart</u> • <u>Finger Plays</u> • <u>Literacy Centers</u> • <u>Nursery Rhymes</u> • <u>Puzzles/Letter Tiles</u> • <u>Word Family Activities</u> 	
<p>LA 0.1.3</p>	<p>Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.</p> <p>LA 0.1.3.a - Identify upper and lower case letters LA 0.1.3.b - Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing) LA 0.1.3.c - Read at least 25 basic high frequency words from a commonly used list LA 0.1.3.d - Use phonetic knowledge to write (e.g., approximated spelling) LA 0.1.3.e - Recognize known words in connected text (e.g., big book,</p>	<p>August through May</p>	<p>April May</p> <p>As each of the 6 Units are completed</p>	<ul style="list-style-type: none"> • Criterion Referenced Assessments 0.1.3 • Reading Street Unit Benchmark Tests 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • Reading Mastery 	<ul style="list-style-type: none"> • <u>Morning Message</u> • <u>Language Arts</u> • <u>Journal Writing</u> • <u>Question of the Day</u> • <u>Word Work</u> • <u>Literacy Centers</u> 	

	environmental print, class list, labels) LA 0.1.3.f - Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written						
LA 0.1.4	<p>Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.</p> <p>LA 0.1.4.a - Imitate adult’s expression, reflecting meaning with voice (e.g., pause, stress, phrasing) LA 0.1.4.b - Imitate repeating language patterns during reading (e.g., modeled reading, choral reading) LA 0.1.4.c - Read familiar text with others, maintaining an appropriate pace</p>	August through May	August through May	<ul style="list-style-type: none"> • Informal Teacher Observations 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • SRA Language for Learning 	<ul style="list-style-type: none"> • <u>Shared Reading</u> • <u>Emergent; On-Level; and Independent Readers</u> • <u>Decodable Readers</u> • <u>Phonics Stories</u> • <u>Word Work</u> • <u>Language Arts</u> 	
LA 0.1.5	<p>Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</p> <p>LA 0.1.5.a - Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds) LA 0.1.5.b - Relate new grade level vocabulary to prior knowledge and use in new situations LA 0.1.5.c - Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words LA 0.1.5.d - Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes) LA 0.1.5.e - Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, teacher, peer)</p>	August through May	April Through May	<ul style="list-style-type: none"> • Informal Teacher Observations 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • SRA Language for Learning 	<ul style="list-style-type: none"> • <u>Oral Language</u> • <u>Shared Reading</u> • <u>Talk with Me/Sing with Me Chart</u> • <u>Literacy Centers</u> • <u>Games/Puzzles/ Manipulatives</u> • <u>Amazing Words</u> • <u>ELL Posters</u> 	

<p>LA 0.1.6</p>	<p>Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p> <p>LA S 00.1.6.a - Explain that the author and illustrator create books LA S 00.1.6.b - Identify elements of the story including setting, character, and events LA S 00.1.6.c - Retell information from narrative text including characters, setting, and events LA S 00.1.6.d - Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details) LA S 00.1.6.e - Retell main ideas from informational text LA S 00.1.6.f - Identify text features in informational text (e.g., titles, bold print, illustrations) LA S 00.1.6.g - Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books) LA S 00.1.6.h - Make connections between characters or events in narrative and informational text, to own life or other cultures LA S 00.1.6.i - Generate and/or answer clarifying questions (who, what, when, where, why, how) supporting answers using prior knowledge and information from the text LA S 00.1.6.j - Identify different purposes for reading (e.g., information, pleasure) LA S 00.1.6.k - Build and activate prior knowledge in order to identify text to</p>	<p>August through May</p>	<p>As each of the 6 Units are completed</p>	<ul style="list-style-type: none"> • Reading Street Unit Benchmark Tests 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • Library Books 	<ul style="list-style-type: none"> • <u>Read Aloud Anthology</u> • <u>Reading Strategy</u> <ul style="list-style-type: none"> - Preview and Predict - Recall and Retell • <u>Listening Comprehension</u> <ul style="list-style-type: none"> - Character - Setting - Sequence - Classify - Categorize - Compare and Contrast - Plot - Cause and Effect - Draw Conclusions - Main Idea - Realism and Fantasy • <u>Shared Reading</u> • <u>Talk with Me/Sing with Me Chart</u> • <u>ELL Posters</u> 	
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	self, text to text, and text to world connections before, during, and after reading LA S 00.1.6.l - Make predictions about a text using prior knowledge, pictures, and titles LA S 00.1.6.m - Respond to text verbally, in writing, or artistically						
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WRITING
Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1	<p>Writing Process: Students will use writing to communicate.</p> <p>LA S 00.2.1.a - Demonstrate that writing communicates thoughts and ideas</p> <p>LA 0.2.1.b - Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)</p> <p>LA 0.2.1.c - Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic</p> <p>LA 0.2.1.e - Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)</p> <p>LA 0.2.1.f - Publish a legible document (e.g., handwritten)</p> <p>LA 0.2.1.g - Print all uppercase and lowercase letters, attending to the form of the letters</p>	<p>August through May</p>	<p>April May</p>	<ul style="list-style-type: none"> • Criterion Referenced Assessment 0.2.1 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • D’Nealian Handwriting 	<ul style="list-style-type: none"> • <u>Morning Message</u> • <u>Question of the Day</u> • <u>Language Arts</u> • <u>Daily Journal Writing</u> • <u>Daily Fix-It Sentences</u> • <u>Literacy Centers</u> 	
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<p>LA 0.2.2</p>	<p>Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 0.2.2.a - Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom) LA 0.2.2.b - Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)</p>	<p>August through May</p>	<p>April May</p>	<ul style="list-style-type: none"> • Criterion Referenced Assessment 0.2.1 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 	<ul style="list-style-type: none"> • <u>Daily Journal Writing</u> • <u>Literacy Centers</u> • <u>Language Arts</u> 	
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SPEAKING AND LISTENING
 Students will learn and apply speaking and listening skills and strategies to communicate.

<p>LA 0.3.1</p>	<p>Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.</p> <p>LA S 00.3.1.a - Communicate ideas orally in daily classroom activities and routines</p>	<p>August through May</p>	<p>April May</p>	<ul style="list-style-type: none"> • Informal Checklists 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 	<ul style="list-style-type: none"> • <u>Show and Tell</u> • <u>Shared Reading</u> • <u>Language Arts</u> 	
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<p>LA 0.3.2</p>	<p>Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.</p> <p>LA 0.3.2.a - Demonstrate listening skills needed for multiple skills and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation) LA 0.3.2.b - Complete a task after listening for information LA 0.3.2.c - Listen and retell main ideas of information heard</p>	<p>August through May</p>	<p>April May</p> <p>As each of the 6 Units are completed</p>	<ul style="list-style-type: none"> • Criterion Referenced Assessment 0.3.2 • Reading Street Unit Benchmark Tests 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 	<ul style="list-style-type: none"> • <u>Show and Tell</u> • <u>Talk with Me/Sing with Me Chart</u> • <u>Shared Reading</u> • <u>Read Aloud Anthology</u> 	
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LA 0.3.3	Reciprocal Communication: Students will demonstrate reciprocal communication skills. LA 0.3.3.a - Develop awareness and sensitivity to the use of words (e.g., helpful and hurtful words) LA 0.3.3.b - Develop conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact) LA S 00.3.3.c - Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	August through May	April May	<ul style="list-style-type: none"> • Informal Teacher Checklists 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 	<ul style="list-style-type: none"> • <u>Language Arts</u> • <u>Show and Tell</u> • <u>Role Play</u> • <u>Literacy Centers</u> 	
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MULTIPLE LITERACIES
Students will identify, locate, and evaluate information.

LA 0.4.1	Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital). LA 0.4.1.a - Identify resources to find information (e.g., print, electronic)	August through May	April May	<ul style="list-style-type: none"> • Informal Teacher Observations 	<ul style="list-style-type: none"> • Scott Foresman Reading Street Units 1-6 • On-Line: Waltke's Web 	<ul style="list-style-type: none"> • <u>Computer</u> 	
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