



What all MSAD #6 Kindergarten students will do to meet or exceed English/Language Arts requirements in:



STANDARD A

READING:

Enduring Understandings in Reading K-2

- Reading is a process in which readers make meaning from predictable patterned text.
- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Reading is a lifetime skill that enhances learning and enjoyment.
- Effective readers use appropriate strategies as needed to construct meaning.

Essential Questions in Reading: Kindergarten

- How can we use our sounds and Fry words to read books?
- Do the words make sense?
- What reading strategies can we use when we come to an unknown word?
- How can we tell if a story is real or make-believe?

In Comprehension, the student will learn the following strategies:

Before Reading:

- make predictions based on prior knowledge and preview of text.
- compare and contrast predictions: Support by answering "Why?"
- describe illustrations in a book

During Reading:

- recall information
- participate in an active discussion about a story.
- recognize fiction vs. fantasy
- monitor for meaning when reading by using pictures.
- use picture letter cues as reading strategies

After Reading:

- respond to stories orally
- retell or act out a story using beginning, middle, and end.

- identify characters, setting, and main idea
- compare/Contrast versions of the same story.
- make connections to their lives or other stories.
- use prior knowledge

In Vocabulary, the student will:

- demonstrate strong oral vocabulary.
- match correct word for object
- know nouns have actions when creating sentences
- execute word sorts / webs
- give a list of words (interesting or informational) after reading a book at their level.
- talk about words and word meanings every day as they are encountered in books and conversation.
- use pictures/illustrations to solve unknown words.

In Alphabetics and Fluency, the student will:

- know all upper case and lower case letters
- track print
- know a word is a unit of meaning
- demonstrate Phonemic Awareness:
 - recognize that words are made up of a series of sounds
 - recognize rhyming patterns and rhyming words
 - match words with same beginning/ending sound.
 - identify (segments) sounds heard at beginning, middle, and end of a word
 - blend individual sounds to form a word.
 - understand how a word is transformed when a sound is added, substituted, or removed
 - recognize that spoken sounds are connected to letters in words written or read
 - match spoken sounds to letters in print
- recognize a set of high frequency words
- provide accurate vowel and consonant sounds
- segment and blend syllables orally
- use crosscheck reading strategies
- use initial visual to solve unknown word
- repeat familiar phrase from a story, poem, or play using express.

In the study of Literary Text, the student will:

- be exposed to different literary genres:
 - fantasy
 - nursery rhymes

- folktales
- fables
- poetry
- distinguish between fiction and non-fiction
- learn (enjoy/listen to) a variety of books, poems, chants, songs
- identify characters and setting
- retell dramatic stories with puppets/props
(Three Billy Goats Gruff)
- identify cover, title, author, illustrator of book
- compare and Contrast different versions of the same story
(participate in discussion)
- sequence events

In the study of Informational Text, the student will:

- read and listen to books from different cultures
- recognize that informational texts have different features (Ex: Table of contents, bold print, photographs)
- answer questions about information in text.
- use picture clues to follow one and two-step written instructions.



STANDARD B

WRITING:

Enduring Understandings in Writing K-2

- We write to communicate with one another and to express our ideas.
- Students see themselves as writers.
- Students use the process of writing to connect to the world around them.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.
- People write for many different purposes.

Essential Questions in Writing: Kindergarten

- Do my words match my picture?
- How can we communicate our ideas through writing?
- How can we show a purpose for our writing?

Regarding the Writing Process, the student will:

- choose a topic
- transition from unconventional to phonetic/ conventional writing

- match writing to a picture
- share writing-generating ideas
- interact with others in order to "share the pen"
- write from Left to Right, Top to Bottom
- use capital letter at beginning and period at the end of a sentence.
- write two connected sentences.
- be introduced to concepts of ideas, conventions, and organization
- use spaces between words
- use consonant sounds for phonetic spellings
- produce and write beginning and ending sounds, and some medial sounds
- read own sentence
- take risks with writing

In the study of Narrative Writing, the student will:

- see a purpose for writing
 - contribute to a class letter
- contribute to class book describing an experience (shared and interactive writing)
- retell an experience orally
- create a storyboard to tell a story

In the study of Argument, the student will:

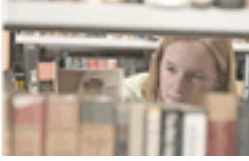
- contribute to a class document that gives information about what was learned (science, social studies)
- use and contribute to K.W.L. charts
- be exposed to transition words; first, then, next, finally

In the study of Persuasive writing, the student will:

- orally support opinion (why they like something) by answering "why?"
- give an opinion using appropriate vocabulary

In the Practical Application of writing, the student will:

- contribute regularly to morning message, class letters
- contribute (in a shared writing) to a class set of directions
- write first and last name
- label objects
- make lists



STANDARD C

Research:

Enduring Understandings in Research K-2

- Research is the process of gaining information from a variety of resources.
- Research information can take the form of print or non-print sources.
- Research information can be found in fiction and nonfiction text.
- We will enhance our learning by using many resources and by using technology.

Essential Questions in Research: Kindergarten

- How can we find answers to questions about things we are studying?
 - Where can I find information?
-

In formulating and answering questions, the student will:

- know structural features of print and non-print sources.
- express orally what they **know** about a topic, what they **want** to know, and what they have **learned** using **KWL** charts.
- retell learned information in a variety of formats: drawing, orally, and in writing.

In the study and use of print resources, the student will:

- use library (teachers are gatherers of information)
- learn that when information is needed, you can access it through books, internet, video, and people.

In the study and use of non-print resources, the student will:

- learn that when information is needed, one can access it through books, the internet, video, and people.
- gain knowledge through participating in class field trips and listening to guest speakers.

In the study and use of primary and secondary sources, the student will:

- be exposed to various forms of research such as
 - Library
 - fiction
 - non-fiction

- internet
- DVD/CD
- collect information for a specific purpose
- organize information (with guidance)
- share information gathered using oral and visual examples (ex: "special person of the week")



STANDARD D

Language:

Enduring Understandings in Language K-2

- Language is the way we communicate with each other and share ideas.
- The words and sentences one uses reflects one's thoughts, feelings, and beliefs.
- An understanding of Standard American English helps us understand what we read and what we hear.
- By knowing the structure of words and sentences, we will find meaning.
- By using the rules of capitalization, punctuation, and spelling, we become clear communicators.

Essential Questions in Language: Kindergarten

- How can we communicate ideas in writing?
- How can we speak in a way that others will understand?
- Does my writing and my speaking make sense?
- Did I spell my high frequency words correctly?

In the use of (parts of) speech, the student will:

- develop proper syntax when speaking

Regarding sentence structure, the student will:

- speak and write simple sentences using the syntax of oral language and writing
- use words in writing that are used in conversation
- speak in sentences of increasing length and complexity

Regarding punctuation and capitalization, the student will:

- identify and attempt to use end punctuation: period, exclamation point, and question mark.

- demonstrate knowledge of the use of capital letters at the beginning of sentences, proper names, and personal pronoun: "I"
- be introduced to exclamation point, comma, quotation marks, and apostrophe.

In spelling, the student will:

- copy or spell some high frequency words.
- writes beginning and ending sounds correctly.
- spell first and last name correctly.



STANDARD E

Listening & Speaking:

Enduring Understandings in Listening & Speaking K-2

- Active listening skills are needed for success in school.
- Good listening and speaking skills help us better understand each other.
- Our speaking skill grows through our experience and through feedback from peers and teachers.
- Listening and responding to what we hear develops our understanding and knowledge.
- Through practice we will become clear and effective communicators.

Essential Questions in Listening & Speaking:

Kindergarten

- How do we show others that we are listening to them?
- How do we show others that we understand what is said or asked?
- Can I listen and respond to what I hear?

Regarding questioning strategies in listening , the student will:

- understand the difference between a question and a statement.
- responds to questions to clarify meaning.
- use variety in questioning (who, what, where, when, why) to gain information.

Developing active listening skills, the student will:

- listen attentively to teachers, guest speakers, and peers.
- use active listening strategies during stories and conversations:
 - use eye contact
 - give wait time
 - listening without interrupting
 - respond appropriately
 - take turns when speaking

- keep hands/feet to self
- recall information from listening to stories, directions, and conversation.
- participate in group discussions.

Developing communication skills, the student will:

- participate in group discussions
- use words to communicate needs and solve conflicts
- project voice when reading and speaking
- use language appropriate for the audience
- participate in class dramatic performances
- adjust expression depending on purpose or to convey meaning



STANDARD F

Media:

Enduring Understandings in Media K-2

- Understanding a variety of media tools will help us better understand what we read, see, and hear.
- The purpose of different forms of media is to influence our thinking in different ways.
- We will use media to enhance our thinking and learning.

Essential Questions in Media: Kindergarten

- Why do we have media?
- Why do we have newspapers?
- Why do we have the Internet and computers?
- Where else besides a book can I look for information?

Regarding print and non-print media structures, the student will:

- develop awareness of different forms of media and their purpose/use: signs, newspapers, magazines, labels, packaging, books, video, t.v., internet, radio, ipod-music, video games.
- give reaction to various forms of media through discussion
- know whether a particular form of media entertains or informs