

Kindergarten

Instructional Focus:

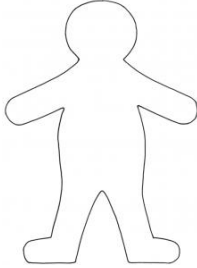
In Kindergarten instructional time should focus on four critical standards: reading (including literature, informational text and foundational skills), writing, listening/speaking, and language. Students will learn the alphabet and basic features of letters and words. Students will break down spoken and written words into syllables and letters as well as identify the sounds each letter represents. These skills will allow students to learn new words and to read and understand simple stories. Students will learn to write and will practice speaking aloud and listening to others.

1. Students will associate the long and short sounds with the common spellings for the five major vowels. Students will read common words by sight. Students will read grade level texts with purpose and understanding.
2. Students will use a combination of drawing, dictating, and writing to compose an opinion piece, informational piece, and a narrative piece. Students will use the conventions of capitalization, punctuation, and spelling.
3. Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Students will use standard grammar and usage when writing and speaking. Students will use the most common nouns and verbs. Students will understand question words such as who and why. Students will talk about unknown words.


Reading Standards for Literature

Standard	Objective	Examples
Key Ideas and Details		
RL.K.1. With prompting and support, ask and answer questions about a literary text using key details from the text.	Students will: <ol style="list-style-type: none"> 1. Ask questions using key details from a text. 2. Answer questions using key details from a text. 	<ol style="list-style-type: none"> 1. Create an anchor chart with question words and practice asking each other questions. <div data-bbox="891 1129 1232 1472" data-label="Image"> </div> 2. Take a quick picture walk of the story and ask students to generate question about the book. These might include predictions, elements about characters or setting. 3. After reading the book, ask student or teacher generated questions to locate key details from the text.
RL.K.2. With prompting and support, retell familiar stories, using key details.	Students will: <ol style="list-style-type: none"> 1. Retell familiar stories using key details. 	<ol style="list-style-type: none"> 1. Using your promethean board students can retell and sequence the events of a story using clip art to represent the key details of the text. 2. Using a pocket chart students can retell the events of a story using picture cards. 3. Using hula hoops to represent beginning, middle and end, selected students will move to the hoop and will verbally share the key details for that section of the story. The audience will be the rest of the class.

<p>RL.K.3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify characters in a story, song, or poem. 2. Identify settings in a story, song, or poem. 3. Identify major events in a story, song, or poem. 4. Identify problem-solutions in a story, song, or poem. 	<ol style="list-style-type: none"> 1. Use a simple graphic organizer to have students draw a character from the story and name specific details about the character through words or pictures.  <ol style="list-style-type: none"> 2. In pairs have students illustrate a picture of the story's setting including details from the story that they remember. Combine partners with another pair and share how their pictures are similar or different. 3. Through classroom discussion, students will share the major events of the story with a partner and then share out as a whole class. 4. As a whole class, students will identify the problem within a story, song, or poem and how it was solved. Students could be chosen to present those selected moments from the text using their bodies to illustrate that event in the story, song or poem. (Example: The momma, papa and baby bear when they see Goldilocks sleeping in the bed.)
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Craft and Structure

<p>RL.K.4. Ask and answer questions about unknown words in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Ask questions about unknown words in a text. 2. Answer questions about unknown words in a text. 	<ol style="list-style-type: none"> 1. During a read aloud, students can give a visual symbol (ie: tap their temple, hold up a finger) to represent they have a question about a word in the text. At a logical stopping point, the teacher can stop and allow for partner and/or whole group discussion to answer the question. 2. After partner and/or classroom discussion, students can answer questions about unknown words after being involved in rich conversations.
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<p>RL. K.5. Identify common types of texts</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify common types of texts. <ul style="list-style-type: none"> • Picture books • Stories • Poems • Songs 	<ol style="list-style-type: none"> 1. After reading aloud a variety of text types (picture books, non-fiction, nursery rhymes, poems, songs etc.) students will categorize texts using a sortable chart (flipchart, T-chart etc.) with images to represent the different texts. (You may want to ask, "Can you tell me what kind of text this is? How do you know?") 
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<p>RL.K.6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Name the author and describe their role in creating the story. 2. Name the illustrator and describe their role in creating the story. 	<ol style="list-style-type: none"> 1. Show students the front cover of the book and ask, "Who is the author? What is his/her job?" 2. Show students the front cover and some of the illustrations and ask, "Who is the illustrator? What is his/her job?"
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Integration of Knowledge and Ideas		
<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the connection between the illustrations and the text. 2. Use illustrations to tell or retell a story. 	<ol style="list-style-type: none"> 1. Pick a picture book, have students close their eyes while you read aloud a page from the text. Model how you notice that the words of the text match the illustrations presented. Pick out pieces of the text that were created in the illustrations. 2. Have the students use the illustrations from the text and retell the story with a partner or in a whole group setting. <i>These examples are specific to a study about bears; they could be adapted to be used with any non-fiction topic</i>
<p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the adventures and experiences of characters in familiar stories. 	<ol style="list-style-type: none"> 1. Compare and contrast two characters from two different familiar stories using student created images. 2. Place images in a pocket chart. 3. Have students dictate character descriptions to the teacher. Teacher writes them on a sentence strip and students place them in the pocket chart. 4. Have students notice how the characters are similar and different.
Range of Reading and Level of Complexity		
<p>RL.K.10. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Engage in shared reading activities using literature from a variety of cultures. 2. With support in a classroom discussion, students will share their understanding of the story. 	<ol style="list-style-type: none"> 1. Read aloud many different texts from a variety of cultures. 2. During the read aloud, have preselected places to stop. Have students pair with a partner to summarize what has happened so far that demonstrates their understanding of the story. (ie: tell about a character, make a prediction, share a visualization etc.) 3. After the read aloud is complete lead a classroom discussion about the key elements of the text.

Reading Standards for Informational Text

Key Ideas and Details

<p>RI.K.1. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use their background knowledge to answer questions about an informational text using key details. 2. Use their background knowledge to ask questions about an informational text using key details. 	<ol style="list-style-type: none"> 1. Take a quick picture walk of the story and ask students to pair with another student to talk about what they already know about the topic. You may want to ask the following types of questions: <ul style="list-style-type: none"> • “What colors are bears?” • What do bears eat? • Where do bears live?” 2. Before reading the non-fiction book ask students what their questions are about the book and record their responses.
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the main topic. 2. Retell key details of a text. 	<p>Ask:</p> <ol style="list-style-type: none"> 1. “What is the book about?” 2. “What are some things we learned about bears?”
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Make connections between two individuals in a text. 2. Make connections between events in a text. 3. Make connections between ideas in a text. 4. Make connections between pieces of information in a text. 	<p>Ask:</p> <ol style="list-style-type: none"> 1. “How are brown bears and black bears the same?” 2. “What does a bear do before hibernating?” “What does a bear do after hibernating?” 3. “What do bears do to find food?” “What happens to a bear’s diet when they live near people?” 4. “What do polar bears eat?” “What do brown bears eat?” “What do black bears eat?”

Craft and Structure

<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Ask questions about unknown words in a text. 2. Answer questions about unknown words in a text. 	<ol style="list-style-type: none"> 1. During a read aloud, students can give a visual symbol (ie: tap their temple, hold up a finger) to represent they have a question about a word in the text. 2. At a logical stopping point, the teacher can stop and allow for partner and/or whole group discussion to answer the question, ask, “Are there any words in this book that you don’t know?” 3. After reading aloud a text, ask, “What do you think _____ means?”
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the front cover of a book. 2. Identify the back cover of a book. 3. Identify the title page of a book. 	<ol style="list-style-type: none"> 1. Show students the front cover of a book and name it. 2. Show students the back cover of a book and name it. 3. Show students the title page of a book and name it.
<p>RI.K.6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Name the author of a text and describe their role in presenting the ideas or information in a text. 2. Name the illustrator of a text and describe their role in presenting the ideas or information in a text. 	<ol style="list-style-type: none"> 1. Show students the front cover of the book and ask, “Who is the author? What is his/her job?” 2. Show students the front cover and some of the illustrations and ask, “Who is the illustrator? What is his/her job?”

Integration of Knowledge and Ideas		
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Students will: 1. Describe the connections between the illustrations and a text.	1. While reading the story stop and point out how the illustration matches the text. For example, while reading a book about bears point out the picture of the bears eating and the text that matches the image.
RI.K.8. With prompting and support, identify the opinions an author states in a text.	Students will: 1. Identify the opinions the author expresses in a text.	1. If the author talks about the size of a bear (“This bear is really big!”), the color (“Brown bears are the best bears!”), or the best kind of bear (“Black bears are my favorite bear.”) then stop during the read aloud and state that this is their opinion.
RI.K.9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	Students will: 1. Identify the similarities between information stated in two different texts, on the same topic. 2. Identify the differences between information stated in two different texts, on the same topic.	1. With other books about bears discuss similarities and differences between the information in the text. For example: <ul style="list-style-type: none"> • What kinds of bears are in the book? • What color are the bears? • What do the bears eat? • Where do they live?
Range of Reading and Level of Text Complexity		
RI.K.10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	Students will: 1. Engage in shared reading activities using a variety of topics and texts.	1. Provide opportunities for students to interact with multiple read aloud and rich discussions.

Reading Standards: Foundational Skills K-5

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

Students will:

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, from top to bottom and page by page.
 - Recognize that a sequence of letters creates the words we speak.
 - Understand there are spaces between words.
 - Recognize all upper and lowercase letters of the alphabet.
 - Name all upper and lowercase letters of the alphabet.

1. During a read aloud, point out how a reader reads...
 - Left to right
 - Top to bottom
 - Page by page
2. During interactive writing emphasize how letters are put together to make a word. Example: c-u-b
3. During a read aloud and interactive writing activity, point out that there are spaces between words.
4. Play various games such as Go Fish, Concentration etc. to teach the letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Students will:

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and create rhyming words.
 - Count syllables in spoken words.
 - Pronounce syllables in spoken words.
 - Blend syllables in spoken words.
 - Segment syllables in spoken words.
 - Blend and segment onsets and rimes of single syllable spoken words.
 - Isolate and pronounce the initial sound in three phoneme words. (CVC)
 - Isolate and pronounce the medial vowel in three phoneme words. (CVC)
 - Isolate and pronounce the final sound in three phoneme words (not including CVC endings with /l/, /r/, or /x/.)
 - Add individual sounds in simple one syllable words to make new words.
 - Substitute individual sounds in simple one syllable words to make new words.

1. Example: hat/cat, fin/in, mitt/kit
2. Example: Have the students say robot. How many syllables does it have (2) (Pronounce, segment, then blend) Have the students say robot while clapping it. (Pronounce)Have students segment the syllables (ro-bot).Have students blend the syllables of the word back together (robot).
3. Have the students blend c-at. Have the students say cat and then segment the word by (onset- c) (rime- at).
4. Have students say the beginning sound in the following words: mitt, pan, map etc.
5. Have students say the medial sound in the following words: tin, cap, hen etc.
6. Have students say the ending sound in the following words: bed, fin, tug etc.
7. Have students say the word top. Add “s” at the beginning of the word. Have them string the sounds together to make the new word stop.
8. Have students say the word bug. Change the “b” sound to an “r” sound. Have them string the sounds together to make the new word rug.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Students will:
1. Know and apply grade level phonics and word analysis skills in decoding words.
 2. Demonstrate the one to one letter sound correspondence by saying the sound the letter represents.
 3. Make a connection between the long vowel sound and their common spellings.
 4. Make a connection between the short vowel sounds and their common spellings.
 5. Read common high frequency words by sight.
 6. Identify the different sounds in similarly spelled words.

1. Teach the students multiple ways to connect sounds to letters through varied activities.
2. Make letter/picture cards to use for the following examples: matching games, kinesthetic movements, concentration (match letter sound card to a picture card with the same beginning sound), make letter cards and have students jump on the letter as they say the sound, sound bingo etc.
3. Teach the students that sounds can be represented by more than one letter. Use activities as described above, just change the skill focus to common long vowel spellings.
4. Incorporate high frequency words into the morning message. Play bingo, tic-tac-toe, concentration, etc. all with high frequency word cards.
5. Write the words sad/bad, tin/tan, and fit/fin etc. on a white board. Ask the students what sound is different in each word.

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

- Students will:
1. Read grade level text with purpose and understanding.

1. Provide students with grade level texts.
2. Model during read aloud what fluent readers do. (automaticity, accuracy and prosody)
3. Students should be able to answer simple comprehension questions after reading a text.

Writing Standards

Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).

Students will:

1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic.
2. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a part of a book.

1. Choose a topic to model for the class (my pet dog). Start with drawing a picture of your dog and create label(s) for the picture. Write words about your dog. Encourage the students to draw, label and write about their specific topic. Teach them to stretch words and try to match letters to the sounds they represent. If the student is anxious about having others be able to read their writing, have them dictate their writing to you on occasion.
2. Choose a book to read aloud such as *Chrysanthemum*. Start with drawing a picture of your opinion- your favorite part of the book and label the different parts of the picture. Then write words about your favorite part of the story. Encourage the students to draw, label and write about their opinion or preference. Teach them to stretch words and try to match letters to the sounds they represent. If the student is anxious about having others be able to read their writing, have them dictate their writing to you on occasion.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Students will:

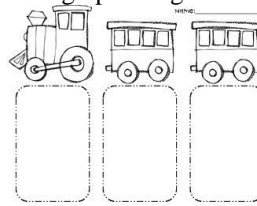
1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name a topic and add supporting details.

1. Choose a topic to model for the class (frogs).
2. Start with drawing a picture of a frog and create label(s) for the picture.
3. Write telling facts about frogs.
4. Encourage the students to draw, label and write about their specific informative topic.
5. Teach them to stretch words and try to match letters to the sounds they represent. If the student is anxious about having others be able to read their writing, have them dictate their writing to you on occasion.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.

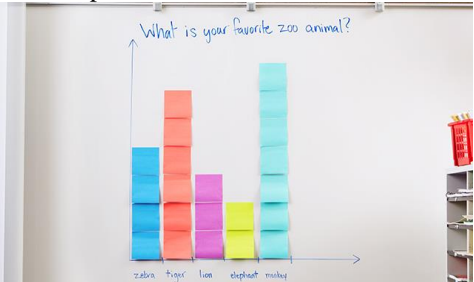
1. Use a combination of drawing, dictating, and writing to narrate a real or imagined event and tell about the events in the order in which they occurred.
2. Use a combination of drawing, dictating, and writing to narrate an ending for the text.
3. Use a combination of drawing, dictating, and writing to narrate a personal connection to what happened in the story.

1. Choose a real or imagined event to model for the class focusing on sequencing. (i.e. A hike with your dog).
2. Start with a picture of you and your dog going on a hike. Write words about your hike focusing on sequential order. (i.e. First get up in the morning, head out on a hike, what you do on the hike)
3. Encourage the students to draw, label or dictate about a real world or imagined event. Provide a simple graphic organizer with three boxes where students can draw and write about the sequence of their story. Teacher can use the same graphic organizer to model their own writing process.



4. Choose a topic to model with the focus on the ending of the story. Write about a time when you lost your dog and focus on the ending of finding him. Have students write their story using pictures, labels, and words or dictating. Share student story endings with the class.
5. Repeat the same process as above with the focus on the feelings in the story. "When my dog ran away I felt so _____." "When I found him I felt _____."

Production and Distribution of Writing		
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will: 1. Respond to questions and suggestions from peers in regards to their writing. 2. Add details to strengthen writing as needed.	1. Model with a student the process of answering questions with appropriate responses. For example, “How did you lose your dog?” “Well, I forgot to put his leash on and he ran away.” 2. Model with a student the process of adding details. With the dog story add the following details: <ul style="list-style-type: none"> • “Where were you when you lost him?” • “What you did to try to find him?” • “Who helped you search for him?”
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1. Explore a variety of digital tools to produce and publish writing. 2. Collaborate with peers to enhance their digital product.	1. Introduce the students to using computers, ipads and various digital tools. 2. Work with the students to produce and publish stories. They can also work in groups with their peers.
Research to Build and Present Knowledge		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).	Students will: 1. Participate in shared research and writing projects.	1. Students can work in pairs or groups to research and write about various topics. For example, if you had been reading a lot of books about bears, each team could create their own page about bears. All the pages could go together to make a class book.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students will: 1. Recall information from experiences with support. 2. Gather information from provided sources to answer a question with support.	1. Remind students of an experience they have had (i.e. Riding their bike, picking blueberries, etc.). Ask them to recall specific details. 2. Guide students through the process of searching for answers to their questions.
Handwriting		
HW.K.1 Demonstrate correct manuscript letter formation.	Students will form correct manuscript letters with proper proportion, alignment and grip.	With prompting and support : <ul style="list-style-type: none"> • Create basic manuscript strokes <ul style="list-style-type: none"> • lines • slant • curve • circle • Form upper and lower case manuscript letters with proper proportion and alignment (top line, middle line, base line) • Display and use correct pencil grip (pointer and thumb finger grasp)
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Students will: 1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges.	1. This process can be held during any small group activity. 2. This process can be completed during morning message/class meeting, read aloud and whole class instruction. <ol style="list-style-type: none"> a. Teacher will model and students will follow the agreed upon rules. b. Encourage multiple opportunities for students to further discussions.

<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood. 2. Confirm understanding of a text or information presented orally by asking and answering questions about key details and requesting clarification if something is not understood. 3. Confirm understanding of a text or information presented through other media by asking and answering questions about key details and requesting clarification if something is not understood. 	<ol style="list-style-type: none"> 1. During every read aloud ask students a variety of questions that go along with the story. 2. Have students turn and pair with someone next to them to talk about their questions/answers. 3. Model with a student what it would look like to ask a question about a part of the story you don't understand. For example, while reading <i>The Hungry Caterpillar</i> by Eric Carle, you might ask the following questions: <ul style="list-style-type: none"> • "What kinds of food does the caterpillar eat?" • "What happens to the caterpillar during the story?" • "Why is the caterpillar so hungry?" etc. <p>Examples 2 & 3 can be exchanged for different oral & media presentations...</p> 4. After attending an assembly where students heard a specific presentation, return to your classroom. <ul style="list-style-type: none"> • Have students turn and pair with someone next to them to talk about their questions/answers about the assembly topic. • Model with a student what it would look like to ask a question about a part of the assembly they may not have understood. For example, they may ask their partner, "Do you have a fire plan for your family? Where are you supposed to meet outside of your house?" 5. After students have watched an on-line picture book that is animated on the Promethean board have them discuss with a partner their own questions and answers about the text.
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Model with students what asking a question looks like. Practice with one student as a model. Teacher starts by asking the student various questions. For example, ask: <ul style="list-style-type: none"> • "Who can I ask if I have a question about a book I am reading?"(seek help) • "Where do I go in the room if I need help spelling a word?" (get information) • "Who do you think this book is mostly about?" (clarify something that is not understood) .
<p>Presentation of Knowledge and Ideas</p>		
<p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. 	<ol style="list-style-type: none"> 1. In the large group, model naming the people in your family by telling them the names of your family members. Describe each person. For example you might say, "I have a mom, she has brown hair, and is kind of tall and always tries to help me." Ask students to name their family members to the friend next to them. 2. Do the same modeling for places you have been, and events in your life. Practice this throughout the year in large and small group settings.
<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Add drawing and other visual displays to provide additional details. 	<ol style="list-style-type: none"> 1. Students can use sticky notes with a personal drawing sketched on the note of their favorite ice-cream type. These notes will be lined up in a bar graph fashion to create a visual representation of their favorite kinds of ice-cream. 

<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Speak audibly and clearly express their thoughts, feelings and ideas in complete sentences. 	<ol style="list-style-type: none"> 1. Model and practice various sentences with students to help them clearly express themselves. Some sentence starters you might use are: <ul style="list-style-type: none"> • “What do you think about kindergarten?” • “Do you like being a student in this class?” • “What parts of our class do you like the most?” • “Who are you friends in the class and why do you like them?” 2. Focus on sentence/questions that are not yes or no answer and will require a more detailed response.
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Language Standards

Conventions of Standard English

<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. Produce and expand complete sentences in shared language activities. 	<ol style="list-style-type: none"> 1. Have students write various letters both upper and lowercase either on white boards or on paper. 2. Practice with the students listing common nouns and verbs. Ask the students to list people in the school (music teacher, PE teacher, principal, etc.), places they like to go (park, movie theater, store, etc.) and things in the classroom (pencils, books, markers, etc.) by modeling in front of the class and then letting them practice each noun with a partner at various times. 3. Follow the procedure as described above adding kinesthetic movements to match the verbs. For example, everyone can stand up together and run or walk in place. You can do this for a variety of verbs such as drawing, dancing, swimming etc. 4. Model in front of the class using students. Ask one student to come to the front and pretend they are a dog. “We have one dog in our class.” Have three students come up and say “We have three dogs now.” Do this a variety of times with different plural nouns using a variety of students. 5. Model in front of the class using a student. Ask the student: <ul style="list-style-type: none"> • “Who in your family helps you?” • “What do they do to help you?” “Why do you like it when they help you?” • “Where do you put your backpack when you get home from school?” 6. Have students practice asking each other a question. Start with one of the question starters (Who, What, Where etc.) at a time. Students can turn to each other and ask their partner a “who” question. Continue on with other question starters. 7. Model in front of the class using a student. Practice by saying “Please stand by the promethean board.” “Please go out the door.” “Please stand with your partner by the bookshelf.” Try a few of these examples all together and then send students with a partner to try one of the words you give them. Do this various times throughout the year to cover several prepositions. 8. Model in front of the class using a student. For example, say to the student helper, “I go to school.” Explain how to expand or stretch out the sentence (use your hands to show stretching) we have to add more details. Now change the sentence to “I go to _____ and I am in _____”
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		Kindergarten.” Model this with a few sentences. Have the students sit across from a friend. Give students a sentence starter that is short then have their partner expand it.
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students will: 1. Capitalize the first word in a sentence, the first letter of the student’s name, and the pronoun I; Recognize and name end punctuation 2. Write a letter or letters for most consonant and short-vowel sounds (phonemes) 3. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	1. Model this through morning message and interactive writing time. Make a point to show these conventions consistently through the entire year. 2. Practice having students notice the part of the sentence that needs to be fixed (the capital at the start, the first letter of their name and I). Students can assemble by placing in a pocket chart pre-made sentences that have been written on a sentence strip and cut apart. 3. Model on the promethean or white board the different ending marks that can go at the end of a sentence. Teach one at a time to help with understanding. 4. Connect a sound to each punctuation mark to make it easier to recognize. For a period have students make a pssshh sound (or something similar) and use their hand to make a period. For a question mark make a hmmm sound (or something similar) and have them draw a question mark in the air. For the exclamation mark have them make an ohhhh sound and draw the mark in the air. Practice the sounds all together, then read sentences throughout the year and have the kids make the sound for what ending mark to use.

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Students will: 1. Identify new meanings for familiar words and apply them accurately 2. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1. Have students practice as a whole class matching words and meanings using kinesthetic symbols to help make the connection. Practice with these familiar words and their connections. (i.e. I can jump over the line./ Please pass me the can of tomato sauce.) 2. Model these as a whole class on the promethean board, the white board or during morning message time. For example, write on the board: <ul style="list-style-type: none"> • I help my mom do the dishes. • I helped my mom do the dishes. • I am helpful when I do the dishes with my mom. 3. Highlight the words help, helped, and helpful and talk about the differences.
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	Students will: 1. Sort objects into common categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify, use and connect vocabulary words to real life contexts. use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action. (e.g., walk, march, strut, prance) by acting out the	1. Show the students what it looks like to group <i>similar</i> objects. Give the students a stack of shapes at their table groups. Ask them to sort them into groups with all of the same shapes being in the same pile. For example, all squares stacked together, all circles etc. 2. Do this throughout the year with a variety of things for example. Food choices, things to play at recess, (draw on index cards) kids’ names in the class (sort by first letter of name). 3. Model this in the large group using two students as volunteers. Have one student run in place and one student walk. Have one student pretend to sleep and one student demonstrate being awake. Have one student frown and one student smile etc. Have students try this on their own with their partner at various times throughout the year. 4. Model this in the large group using students as volunteers. Use vocabulary words that are grade level specific. Have a student come up and ask the student, “What animals do you know that hibernate?” “What is

	meanings	<p>colorful in our classroom?" Do this various times throughout the year as vocabulary words come up weekly in the lessons.</p> <ol style="list-style-type: none"> 5. When it seems like the students understand what to do, have them try it with their partner. 6. Use kinesthetic movements to practice as a large group the following words that mean the same thing walk, march, pace etc.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use words and phrases in discussions acquired through conversations, reading and being read to, and responding to texts. 	<ol style="list-style-type: none"> 1. During classroom discussions, bring attention to and celebrate when you notice students using vocabulary that has been presented through classroom discussion and readings.