

Priority Code

E = Essential
I = Important
C = Compact

Outcome Code

G = Cognition
I = Interpretation
S = Critical Stance
N = Connections

Kindergarten English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 1: The learner will develop and apply enabling strategies and skills to read and write.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
1.01 Develop book an print awareness: <ul style="list-style-type: none"> ■ identify the parts of books and function of each part. ■ demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud ■ demonstrate an understanding of letters, words, and story. 	E	On-going	G	<ul style="list-style-type: none"> ■ Where are the front, back, spine, title page, and title of the book? ■ What is the importance of each part of the book? ■ Can I show the direction my finger goes when I read? ■ Can I point to the words as they are read aloud? ■ Can I point to a letter (or word)? ■ What is the difference between a letter, word, and story? 	<ul style="list-style-type: none"> ■ Guided Reading Teacher model ■ During reading, children point to the first word on the page, last word on the page, and follow along pointing to each word. ■ Trace writing 	<ul style="list-style-type: none"> ■ Modeling ■ Big books ■ Guided Reading books ■ Literacy Rotations ■ Read-aloud books ■ Adopted reading series ■ Wikki sticks ■ Highlighting tape ■ Fly-swatters ■ Spacers 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards
1.02 Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none"> ■ demonstrate understanding that spoken language is a sequence of identifiable speech sounds ■ demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. ■ demonstrate understanding of the sound of letters ad understanding that words begin and end alike (onsets and rimes). 	E	On-going	G	<ul style="list-style-type: none"> ■ How do the sound of each letter come together to make a word? ■ How do I start to write the word _____ and what do I write next? ■ Which words begin the same in the story? ■ What rhyming words do I see and hear in the story? 	<ul style="list-style-type: none"> ■ Manipulate tiles to represent sounds ■ Pictures ■ Word families ■ Thinking Maps ■ Sing, spell, read, and write ■ Nursery rhymes and poems 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Center materials ■ Dry erase boards and markers ■ Big Books ■ Dr. Jean CD's and etc. ■ Literacy Rotations 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards

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<p>1.03 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> ■ recognize and name upper and lower case letters of the alphabet. ■ recognize some words, own name, and environments print such as signs, labels, and trademarks. ■ recognize most beginning consonant letter-sound associations in one-syllable words. 	E	On-going	G	<ul style="list-style-type: none"> ■ What is this letter? ■ Which upper and lower case letters match? ■ What is this word? ■ What words do I recognize? ■ What sound do I hear at the beginning of _____? ■ What letter do I see at the beginning of _____? 	<ul style="list-style-type: none"> ■ Alphabet Tracing flash cards ■ Alphabet songs and games ■ Word Wall activities ■ Thinking Maps ■ Read the Room ■ Demonstrate knowledge of initial consonant letter/sound relationships in reading and writing 	<ul style="list-style-type: none"> ■ Flash cards ■ ABC charts ■ Puzzles ■ Books ■ Write form Beginning ■ Environmental print ■ Songs ■ Memory games ■ Alphabet/Sound Bingo ■ Alphabet games ■ Literacy Rotations 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards
<p>1.04 Read or begin to read:</p> <ul style="list-style-type: none"> ■ read or attempt to read own dictated story. ■ Attempt to read/reads simple patterned text decodable text, and or predictable texts using letter-sound knowledge and pictures to construct meaning 	E	On-going	G	<ul style="list-style-type: none"> ■ What does my story say? ■ What can I do to try to read this story? 	<ul style="list-style-type: none"> ■ Self-selected book baskets ■ Shared journal writing ■ Silent reading time with leveled readers ■ Buddy readers 	<ul style="list-style-type: none"> ■ Leveled books ■ Big books ■ Books on tape ■ Patterned reading books ■ ABC charts 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards
<p>1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.</p>	C	10 minutes per day	G	<ul style="list-style-type: none"> ■ How do I choose a book that I can read by myself? 	<ul style="list-style-type: none"> ■ Patterned Big Books ■ Nursery Rhymes ■ Listening Center 	<ul style="list-style-type: none"> ■ Literacy Rotation 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards

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Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	E	On-going	G	<ul style="list-style-type: none"> ■ Who are the characters? ■ What are some details from the story? ■ What happened in the beginning, middle, and end of story? 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Modeling ■ Big Books ■ Puppets ■ Acting the story 	<ul style="list-style-type: none"> ■ Retell cards ■ Write From the Beginning ■ Big Books ■ Puppets ■ Graphic organizers ■ Literacy Rotations 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards
2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informal texts, nursery rhymes, word plays, fingerplays, puppet plays, reenactment of familiar stories).	E	On-going	G	What type story is _____?	<ul style="list-style-type: none"> ■ Listens to and uses a variety of genre texts ■ Reader's Theater ■ Creating class books ■ Puppets ■ Echo/choral reading 	<ul style="list-style-type: none"> ■ Media Center ■ Classroom library ■ Variety of print materials ■ Literacy Rotations 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards ■ Retellings
2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.	E	On-going	G N	What do I think this book is going to be about?	<ul style="list-style-type: none"> ■ K-W-L ■ Picture walk ■ Thinking Maps ■ Predicting 	<ul style="list-style-type: none"> ■ Big Books ■ Trade Books 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards ■ Writing samples with detailed illustrations
2.04 Formulate questions that a text might answer before beginning to read (e.g., What will happen in this story? Who might this be? Where do you think this happens?).	E	On-going	I	What are some questions I could ask that the story might answer?	<ul style="list-style-type: none"> ■ K-W-L chart ■ Modeling questions 	<ul style="list-style-type: none"> ■ Big Books ■ Trade Books ■ Literacy Rotations 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards
2.05 Predict possible events in texts before and during reading.	E	On-going	G I	What do I think will happen next in the story?	<ul style="list-style-type: none"> ■ Thinking Maps ■ Prediction ■ K-W-L ■ Picture walk 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Journal writing 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards

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2.06 Understand and follow oral-graphic directions.	E	On-going	G	How can I show that I can follow the teacher's directions?	<ul style="list-style-type: none"> ■ Class rules ■ Modeling ■ Show "first", "next", and "last". 	<ul style="list-style-type: none"> ■ Task cards ■ Visuals cues 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards ■ Evidence of discipline ■ Writing samples
2.07 Demonstrate understanding of literacy language (e.g., "once upon a time" and other vocabulary specific to a genre).	I	On-going	G	What would help me understand what kind of story this is?	<ul style="list-style-type: none"> ■ Attending performances ■ Journal writing ■ Dramatic play ■ Modeling 	<ul style="list-style-type: none"> ■ Foundation at ICC ■ Classroom library ■ Word Wall 	<ul style="list-style-type: none"> ■ Teacher observation ■ Report cards ■



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Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
3.01 Connect information and events in text to experience.	E	On-going	N	What does this story remind me of in my life?	<ul style="list-style-type: none"> ■ Thinking Maps ■ K-W-L ■ Participate/discussion within a group ■ Writing journals 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Literacy Rotations ■ Student journals 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student writing samples
3.02 discuss concepts and information in a text to clarify and extend knowledge.	E	On-going	I	<ul style="list-style-type: none"> ■ What can I tell about the story? ■ What did I learn from the story? 	<ul style="list-style-type: none"> ■ K-W-L ■ Thinking Maps ■ Discussion groups 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Classroom libraries ■ Literacy Rotations 	Teacher observation
3.03 Associate target words with prior knowledge and explore an author's choice of words>	C	On-going	G I N	<ul style="list-style-type: none"> ■ What is the author saying? ■ What new words have I learned from the story> 	<ul style="list-style-type: none"> ■ Discuss/share ■ Illustrate words ■ Listen to stories on tape ■ Substitution of target words 	<ul style="list-style-type: none"> ■ Classroom library ■ Big Books ■ Trade Books ■ Charts ■ Journals 	<ul style="list-style-type: none"> ■ Teacher observation ■ Student work samples
3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> ■ listening to and re-visiting stories. ■ discussing, illustrating and dramatizing stories. ■ discovering relationships. 	I	On-going	G I N	<ul style="list-style-type: none"> ■ How can I be a good listener? ■ What can I do to show I understand the story? ■ Have I heard this story before? ■ How are characters/details alike or different? 	<ul style="list-style-type: none"> ■ Use art to illustrate story ■ Thinking Maps ■ Story web ■ Discuss/share ■ Journal writing 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Graphic organizers ■ Classroom library ■ Big Books ■ Books on tape ■ Videos 	<ul style="list-style-type: none"> ■ Report cards ■ Teacher observation ■ Student writing samples

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Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
4.01 Use vocabulary in own speech and writing.	E	On-going	G N	How can I use the new words I have learned from the story?	<ul style="list-style-type: none"> ■ Modeling ■ Journal writing ■ Sentence games ■ Brainstorming 	<ul style="list-style-type: none"> ■ Sentence games ■ Thinking Maps ■ Vocabulary cards ■ Picture dictionary ■ Word Walls 	<ul style="list-style-type: none"> ■ Report cards ■ Teacher observation ■ Student writing samples
4.02 Use words that name and words that tell action in a variety of simple texts.	E	On-going	G I	<ul style="list-style-type: none"> ■ Can I find one naming word and one action word on this page? ■ What naming words and action words can I use to make my story better? 	<ul style="list-style-type: none"> ■ Storytelling ■ Cut out pictures ■ Modeling and elaborating ■ Journal writing 	<ul style="list-style-type: none"> ■ Magazines ■ Word Wall ■ Flannel boards ■ Picture dictionaries 	<ul style="list-style-type: none"> ■ Report cards ■ Teacher observation ■ Student writing samples
4.03 Use words that describe color, size, and location in a variety of texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).	E	On-going	G	What describing words can I use to make my story more interesting?	<ul style="list-style-type: none"> ■ Story telling ■ Cut out pictures ■ Modeling and elaborating ■ Journal writing 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Magazines ■ Flannel boards ■ Picture dictionaries 	<ul style="list-style-type: none"> ■ Writing samples ■ Report cards ■ Teacher observation
4.04 Maintain conversation and discussion: <ul style="list-style-type: none"> ■ attending to oral presentations. ■ taking turns expressing ideas and asking questions. 	E	On-going	I S	<ul style="list-style-type: none"> ■ What makes me a good listener? ■ Do I take turns when I'm working with others? 	<ul style="list-style-type: none"> ■ Participate in class ■ Role playing ■ Modeling 	<ul style="list-style-type: none"> ■ Classroom rules ■ Praise/rewards 	<ul style="list-style-type: none"> ■ Teacher observation ■ Discipline record
4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).	C	On-going	G I	<ul style="list-style-type: none"> ■ How can I say or write my sentence differently? 	<ul style="list-style-type: none"> ■ Journal writing ■ Sentence strips ■ Modeling ■ Writing prompts ■ Rewrites of traditional tales 	<ul style="list-style-type: none"> ■ Classroom library ■ Journals ■ Thinking Maps 	<ul style="list-style-type: none"> ■ Report cards ■ Teacher observation ■ Student writing samples

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4.06 Write and/or participate in writing behaviors by using author's model of language.				■	■	■	■

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Goal 5: The learner will apply grammar and language convention to communicate effectively.					Objectives are developed through shared reading and writing, guided reading and writing, and teacher modeling (including read alouds).		
5.01 Develop spelling strategies and skills by: <ul style="list-style-type: none"> ■ representing spoken language with temporary and/or conventional spelling. ■ writing most letters of the alphabet. ■ analyzing sounds in a word and writing dominant consonant letters. 	E	On-going	G	<ul style="list-style-type: none"> ■ What do I want to do when I write a word? ■ What is the correct way to write the letter ____? ■ How do I sound out a word so I can write it? 	<ul style="list-style-type: none"> ■ Dictated stories ■ Journal writing ■ Practice sessions ■ Modeling ■ Handwriting practice 	<ul style="list-style-type: none"> ■ Word Wall ■ ABC cards ■ Dry erase boards and markers ■ Shaving cream ■ Sand ■ Paint ■ Play-doh ■ Write From the Beginning 	<ul style="list-style-type: none"> ■ Report cards ■ Teacher observation ■ Writing samples
5.02 Use capital letters to write the word "I" and the first letter in own name.	E	On-going	G	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■