

English Language Arts Master Map -Kindergarten

<u>Competencies</u> <u>Reading Standards:</u>	<u>Content (CCSS)</u> <u>Anchor Standards</u>	<u>Skills</u>	<u>Assessment</u> <u>(Label Formative, Summative, Performance) (DOK)</u>
<u>Foundational Skills (K-5)</u>	<p>Print Concepts: Demonstrate understanding of the organization and basic features of print.</p> <p>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Phonics and Word Recognition:</p>	<p>Print Concepts</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the 	<p>Foundational Skills</p> <p>Journal writing</p> <p>Baseline Assessment</p> <p>Reading Unit Assessments</p> <p>End of the year Assessment</p> <p>DRA</p> <p>Kindergarten High Frequency Word List</p> <p>Teacher has a picture and the student that has the picture that rhymes holds it up and says the rhyme. (Formative) DOK 1</p>

	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Fluency: Read emergent-reader texts with purpose and understanding</p>	<p>primary sound or many of the most frequent sounds for each consonant.</p> <ul style="list-style-type: none">• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).• Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency:</p> <ul style="list-style-type: none">• Read emergent-reader texts with purpose and understanding.	
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English/Language Arts

<p><u>Competencies</u></p> <p>Writing</p>	<p><u>Content (CCSS)</u> Anchor Standards for Writing/ Literacy</p>	<p><u>Skills</u></p> <p>Performance Indicators</p>	<p><u>Assessment</u> (Label Formative, Summative, Performance) (DOK)</p>
<p>1. Writing Arguments Competency:</p> <p>Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.</p> <p>2. Explanatory (Expository) Writing Competency:</p>	<p>Text Types and Purposes: <i>Use writing as a way of offering and supporting opinions, demonstrate understanding, and convey experiences and events.</i></p> <p>Production and Distribution of Writing: <i>develop and strengthen writing</i></p>	<p>Opinion</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>) <p>Informative</p> <ul style="list-style-type: none"> 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. <p>Narrative</p> <ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened <p>Production and Distribution of Writing:</p> <ul style="list-style-type: none"> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Summative</p> <p>Baseline Writing Sample</p> <p>End of the Year Writing Sample</p> <p>Unit Reading Assessments</p> <p>End of the Year Reading Assessment</p> <p>Formative</p> <p>Students can write or dictate in their journals on a weekly and/or monthly topic.</p> <p>Student can write or dictate labels for the parts of the flower.</p> <p>Students can write or dictate a sentence that summarizes a selection.</p> <p>Students can write or dictate a class poem on the board.</p> <p>Students can write or</p>

<p>Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.</p> <p><u>3.Narrative Writing Competency:</u></p> <p>Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.</p> <p><u>Research Competency:</u> Students will engage in research/inquiry to investigate topics and to analyze, integrate, and</p>	<p><i>by planning, revising, or editing</i></p> <p>Research to Build and Present Knowledge:</p> <p>Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Research to Build and Present Knowledge:</p> <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details 	<p>dictate a formal letter about a toy or game they like to someone who works at a toy company.</p> <p>Students will develop a How-to-Report.</p> <p>Students will help make a Five Senses and Four Seasons quilt and cinquain poem. (DOK 2) Formative Assessment</p>
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<p>present information.</p> <p><u>Speaking and Listening Competency:</u></p> <p>Students will demonstrate the ability to speak purposefully and effectively- strategically making decisions about content, language use, and discourse style.</p>	<p>Presentation of Knowledge and Ideas:</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>and requesting clarification if something is not understood.</p> <ul style="list-style-type: none"> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Presentation of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional detail. • Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Speaking Listening</p> <p>Identify the different relationships that can be found in a community and create a class Community ABC Book. (Summative) DOK 2</p> <p>Through developing a routine and structure of the classroom children learn to follow directions.</p> <p>Show and Tell share time.</p> <p>Share journal writing with the class.</p> <p>Students will listen to a familiar story with repetitive lines that the children can remember. They will make puppets and retell the story in small groups with an adult volunteer or an older child. (Performance Assessment) DOK 2/3</p> <p>Students will explore five different "Discovery Buckets". These buckets will give them opportunities to practice expressing both their thoughts and feelings. (Formative) DOK 2</p>
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<p><u>Language Competency:</u></p>	<p>Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities. • Capitalize the first word in a sentence and the pronoun • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Vocabulary</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). 	<p>Language Competency</p> <p>Journal Writing</p> <p>Unit Reading Assessments</p> <p>End of the Year Reading Assessment</p> <p>End of the Year Writing Assessment</p> <p>Handwriting Without Tears</p> <p>Grammar Jammer videos</p>
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	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	
<p><u>Technology Competency:</u></p> <p>Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and</p>	<p>Production and Distribution of Writing:</p>	<p>(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.</p>	<p>Record the digital tools your students use. (Performance Task) DOK 2</p> <p>Students will use a combination of technology tools to explore apps, programs, etc.</p> <p>Students will develop a Kidspiration web to begin the development of an assigned writing task.</p>

create shareable products.

Students will take written writing piece and type it for a final draft.