

Public Schools of the Tarrytowns

Grade K ELA Curriculum

Third Trimester

March

Essential Questions:

How does substituting initial sounds in words help me to make new words?

How does pointing to written words help me to read?

How does using directionality, spaces, and punctuation help me and others to read my writing?

Why is it important to be a good listener and to take turns speaking in a group?

How does hearing and saying the first and last parts of words help me to blend word parts together?

How do personal experiences help me better understand my world?

Skills

Students will be able to:

- respond appropriately to directions/questions
- react appropriately to what others say
- take turns speaking in a group and/or shares the conversation
- make appropriate comments and/or asks relevant questions
- communicate clearly and appropriately for different purposes
- practice blending onsets and rimes
- practice substituting initial sounds in words
- substitute one phoneme for another to make a new word (The word is bug. Change /b/ to /r/. "What is the new word?")
- utilize the letter-sound chart
- demonstrate letter-sound relationships including the use of student's names/name chart/word wall
- morning message
- notice the patterns and features in word parts and new words (word families)
- continue to develop high frequency word knowledge
- continue Guided Reading

- demonstrate an understanding of one to one correspondence/word to word matching
- utilize question mark and exclamation points
- practice using the Kindergarten reading strategies
- use knowledge of letter-sound correspondence to spell independently
- incorporate directionality, spaces, and periods
- use uppercase and lowercase letters when writing
- write correctly own first and last name and the names of some friends
- use conventional spelling to accurately spell the high frequency sight words on the word wall
- use higher order thinking skills
- prepare for writing by visualizing, rehearsing orally, and sketching
- write from their own real-life experiences
- prepare for writing by thinking about sequence (first, then, next, last)
- write about "small moments"; by zooming in
- sketch/label/write across pages (booklets)
- revise sketches/labels/writing for accuracy and to add details

Reading Comprehension

- Big Books
- Shared Reading
- Read Alouds
- Making Connections
- Retell a familiar story

Thinking Vocabulary:

- strategy
- predict
- it could be....
- compare
- notice
- I wonder....
- What if....

Non- Fiction

- Vocabulary: real, make-believe, fiction, non-fiction

April

Essential Questions:

How does substituting final sounds in words help me to make new words?
 How does pointing to written words help me to read?
 How does using directionality, spaces, and punctuation help me and others to read my writing?

Why is it important to be a good listener and to ask relevant questions?
How does hearing sounds in sequence help me to read and write?
How does poetry help us understand our world?

Skills

Students will be able to:

- respond appropriately to directions/questions
- react appropriately to what others say
- take turns speaking in a group and/or shares the conversation
- make appropriate comments and/or asks relevant questions
- communicate clearly and appropriately for different purposes
- say the final sounds in words
- practice saying words slowly to hear all of the sounds from first to last (sounds in sequence)
- recognize the remaining word when a phoneme is removed ("What is cat without the /k/?")
- demonstrate an understanding of one to one correspondence/word to word matching
- practice recognizing and locating question marks and exclamation points
- practice using the Kindergarten reading strategies
- continue to demonstrate letter-sound relationships
- morning message
- demonstrate how changing the last letter(s) of a word can make a new word
- continue to develop high frequency word knowledge
- continue Guided Reading
- use knowledge of letter-sound correspondence to spell independently
- incorporate directionality , spaces, and periods
- continue to use uppercase and lowercase letters when writing
- incorporate known high frequency words
- write as part of play and share own writing
- use conventional spelling to accurately spell the high frequency sight words on the word wall
- contrast poetry and other types of writing
- share writing with others
- visualize while reading, listening, planning, rehearsing, sketching and writing poetry
- brainstorm ideas and vocabulary before writing
- use senses to gather ideas for poetry
- choose words thoughtfully for poetry
- recognize rhythm & rhyme in poetry

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Thinking Vocabulary:

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- What if....

Non-Fiction

- Vocabulary: real, make-believe, fiction, non-fiction
- Retell a familiar story

May

Essential Questions:

- Why is it important to be a good listener and to ask relevant questions?
- How does hearing sounds in sequence help me to read and write?
- How does substituting sounds in words help me to make new words?
- How does substituting final sounds in words help me to make new words?
- How does pointing to written words help me to read?
- How does using directionality, spaces, and punctuation help me and others to read my writing?
- How does non-fiction reading and writing help us understand our world?

Skills

Students will be able to:

- respond consistently to directions/questions
- react appropriately to what others say
- take turns speaking in a group and/or shares the conversation
- make appropriate comments and/or asks relevant questions
- communicate clearly and appropriately for different purposes
- say the final sounds in words
- practice saying words slowly to hear all of the sounds from first to last (sounds in sequence)

- make a new word by adding a phoneme to an existing word ("What word do you have if you add /s/ to apple?")
 - demonstrate an understanding of return sweep
 - use commas and quotation marks
 - use the Kindergarten reading strategies
 - understand letter-sound relationships
 - morning message
 - demonstrate how changing the last letter(s) of a word can make a new word
 - continue to develop high frequency word knowledge
 - continue Guided Reading
 - use knowledge of letter-sound correspondence to spell independently
 - use directionality, spaces, and periods
 - use question marks and exclamation points
 - use uppercase and lowercase letters when writing
 - use conventional spelling to accurately spell the high frequency sight words on the word wall
 - write to inform a reader
 - identify non-fiction text features (title, title page, table of contents, photographs, page numbers, diagrams, headings)
 - revise to match pictures to text
- Reading Comprehension**
- Big Books
 - Shared Reading
 - Read Alouds
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 - Retell a familiar story

Thinking Vocabulary: (metacognition)

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- predict
- it could be...
- compare
- notice
- I wonder
- What if...

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- Retell a familiar story

June

Essential Questions:

Why is it important to be a good listener and to ask relevant questions?

How does hearing sounds in sequence help me to read and write?

How does using Kindergarten writing conventions help me and others to read my writing?

Skills

Students will be able to:

- respond consistently to directions/questions
- react appropriately to what others say
- take turns speaking in a group and/or shares the conversation
- make appropriate comments and/or asks relevant questions
- communicate clearly and appropriately for different purposes
- hear, identify, and manipulate individual sounds in words
- substitute one phoneme for another to make a new word ("The word is rug. Change /g/ to /n/. What is the new word?")
- demonstrate an understanding of return sweep
- recognize commas and quotation marks
- use the Kindergarten reading strategies
- demonstrate letter-sound relationships
- morning message
- develop high frequency word knowledge
- continue Guided Reading
- use knowledge of letter-sound correspondence to spell independently
- use Kindergarten conventions of writing
- write for different purposes
- use conventional spelling to accurately spell the high frequency sight words on the word wall

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