

Kindergarten English Language Arts

Third Trimester

March 17 – June

March:

Essential Questions:

How do readers choose books they like to read?

How does recognizing more high frequency words help me to read predictable texts?

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

Why is it important to recognize the difference between fiction and nonfiction texts?

Why is it important to be a good listener?

How does hearing the beginning and ending sounds of words help me to match sounds to letters?

How do personal experiences help me understand my world?

Skills:

Students will:

- respond to directions/questions
- react appropriately to what others say
- take turns speaking in a group
- make appropriate and/or asks relevant questions
- sort objects/picture cards by beginning and ending sounds
- rhyming words
- make predictions about stories
- blend spoken phoneme to form words using tapping to represent each sound /b/ /i/ /g/
- segment spoken words into component sounds to represent each sound ("How many sounds are there in /b/ /i/ /g/?")
- utilize the letter-sound chart
- practice recognizing and writing last name
- highlight high frequency words during shared reading
- add high frequency words to word wall
- read high frequency words with automaticity
- locate uppercase and lowercase letters in print
- practice using the kindergarten reading strategies

- use developing knowledge of letter-sound correspondences to spell independently (invented spelling)
- utilize directionality, spaces and periods
- include uppercase and lowercase letters appropriately when writing
- 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

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:

- 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 using the kindergarten reading strategies
- continue to demonstrate letter-sound relationships
- 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, space, and periods while writing
- continue to use uppercase and lowercase letters when writing
- incorporate known high frequency words
- 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
- recognize rhythm & rhyme in poetry

May & June:

Essential Questions:

What different kinds of books do readers read?

What do we know about different genres?

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:

- 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?")
- use the Kindergarten reading strategies
- understand letter-sound relationships
- 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
- continue to practice using uppercase and lowercase letters appropriately 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
- retell a familiar story