

# Kindergarten English Language Arts

## Second Trimester

### November 5 – March 16

#### **November:**

#### **Essential Questions:**

What letter sounds do I know?

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

What is the difference between a letter and a word?

How will recognizing letters of the alphabet help me begin to read and write?

How does drawing a detailed picture help me to tell a story?

What is the difference between print and pictures?

What can I learn from a picture?

How does retelling a familiar story help me become a reader?

Why is it important to be a good listener?

How does thinking about texts in my world help me become a better writer?

#### **Skills:**

Students will:

- sit up straight and tall
- watch and listen to the one who is talking
- use poetry, songs, chants, shared reading, read alouds, nursery rhymes, and big books
- identify the same sounds in different spoken words ("What sound is the same in sit, sip and sun?")
- explore the alphabet
  - practice lower-case letter formation
  - understand letters have a name, sound and picture that helps us remember the sound
  - short vowel sounds
  - begin to understand that letters represent sounds and together they become words
- begin to isolate individual sounds within spoken words ("What is the first sound in cat?")
- notice the similarities and differences among the letters
- listen for and match pictures of words with the same beginning sounds
- begin to demonstrate some letter-sound relationships
- identify high-frequency words on word wall

- read own name and names of friends
- capitalize names when writing
- understand directionality of print
- point while reading
- choose topics from their world for their writing
- begin to use sentences in their writing
- begin to use conventions in writing (capital letter, period, question mark)
- read their own writing
- revise writing over time to ensure their picture/labels/words match their story

## **December & January:**

### **Essential Questions:**

What strategies can we use to tackle difficult words?

How will recognizing letters of the alphabet help me begin to read and write?

How does recognizing familiar words sometimes help me to read predictable text?

Do I write some letters or words to tell a story?

Can I choose a topic to write a story about?

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?

### **Skills:**

Students will:

- respond to directions/questions
- react appropriately to what others say
- use poetry, songs, chants, shared reading, read alouds, nursery rhymes, and big books
- practice isolating individual sounds within spoken words ("What is the last sound in cat?")
- begin to explore syllables
- understand and utilize the letter-sound chart
- listen for and match pictures of words with the same beginning/ending sounds
- highlight high frequency words during shared reading
- identify high frequency words on word wall
- identify first and last letters in words
- identify first and last words in sentences
- develop an understanding of what authors and illustrators do

- draw representationally with details
- label pictures with letters and words
- use the word wall to write familiar words
- write own first name and the names of some friends
- choose topics from their world for their writing
- use sentences in their writing
- begin to space words when writing
- practice using conventions in writing (capital letter, period, question mark)
- read their own writing
- revise writing over time to ensure their picture/labels/words match their story
- practice upper-case letter formation
- understand letters have a name, sound and picture that helps us remember the sound
- begin to understand that letters represent sounds and together they become words

## **February & March:**

### **Essential Questions:**

What can we do when we want to spell a new word in our writing?

What do good readers do when they read?

How do writers add on to their stories that are finished?

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
- continue adding 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 writing to add details
- revise sketches/labels/writing for accuracy and to add details