

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Read own first and last name.	<p>1. Name Chart (first and last names).</p> <p>2. King & Queen activities.</p> <p>3. Recognize name in classroom environment (name labels on mailboxes, coat hangers, name chart, etc.).</p> <p>4. Name puzzles.</p>	<p>1. “Guided Reading” Irene C. Fountas/Gay Su Pinnell, pages 179-180.</p> <ul style="list-style-type: none"> • “Interactive Writing” Andrea McCarrier, Gay Su Pinnell and Irene C. Fountas Pg. 43-44 • “Word Matters” Irene C. Fountas & Gay Su Pinnell Pg. 47 <p>2. “Classrooms That Work” Pg. 130-132 Richard Alington.</p> <p>3. “Guided Reading, pg. 45-46.</p> <p>4. “Word Matters”, pg. 142.</p>	<p>1. Locates name on name chart and reads.</p> <p>2. Recognizes name when being “drawn.</p> <p>3. Locates name in environment and reads.</p> <p>4. Can student solve the name puzzle?</p>

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify and complete rhyming words and patterns.	<p>1. <u>Shared Reading</u> of Nursery Rhymes. Ex: -Humpty Dumpty -Jack & Jill -Little Boy Blue -Old Mother Hubbard -Hey Diddle Diddle</p> <p>2. <u>Shared Reading</u> of rhyming text using cloze procedure.</p> <p>3. <u>Shared Writing</u> of rhyming word charts.</p>	<p>1. “Guided Reading” Pg. 27-29 “Word Matters” Pg. 27-28</p> <p>2. “Month by Month Reading and Writing for Kindergarten” Dorothy Hall and Patricia Cunningham Pg. 37 (see list of examples on Pg. 34)</p> <ul style="list-style-type: none"> • Dr. Seuss books <p>3. “Guided Reading” Pg. 28 & 174</p> <ul style="list-style-type: none"> • “Classrooms that Work” (Second Edition) Pg. 146-158 Patricia Cunningham and Richard Allington • “Classrooms that Work” (First Edition), Pg. 150-153. 	<p>1. Teacher orally gives the following words and students give words that rhyme:</p> <ul style="list-style-type: none"> • see • can • feet <p>2. Student finishes rhymes: -The cat sat on a _____. -The dog sat on a _____. -Oh Look! I see a _____.</p> <p>3. Identify words that rhyme (worksheet, Appendix A)</p>

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.</p>	<p>1. Names-snap/clap/count how many and write on chart.</p> <p>2. <u>Interactive Writing</u> snap/clap multi-syllable words.</p> <p>3. Sing Song: “Do you know how many syllables, Do you know how many syllables, Do you know how many syllables are in _____. (To tune of “Do You Know the Muffin Man”.)</p>	<p>1. King and Queen Act, “Classrooms that Work”. Pg. 140. Month/Month, Pg. 23.</p> <p>2. “Interactive Writing”, Pg. 101</p>	<p>1. Student will count/clap syllables in given 2-4 syllable words. Ex:</p> <ul style="list-style-type: none"> • (student’s name) • animal names • seasons • names of the months • Holiday names

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Distinguish and name all upper- and lower-case letters.	<ol style="list-style-type: none"> 1. <u>Shared Reading</u> of alphabet. 2. <u>Interactive Writing</u> 3. Magnetic Letters 4. Alphabet Books 5. Alphabet Bingo 	<ol style="list-style-type: none"> 1. ABC chart/book <ul style="list-style-type: none"> • “Guided Reading” Pg. 27-29 • “Interactive Writing” Pg. 102-106 • “Word Matters” • “Guided Reading” Appendix J. 5. (Teacher makes bingo board using letters on grid). 	<p><u>Letter I.D. 2nd and 3rd Nine Weeks</u></p> <p>C = 51-54 W = 36-50 AC = 0-35</p> <p><u>4th Nine Weeks</u> C = 52-54 W = 48-51 AC = 0-47</p>

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize, say and write the common sounds of letters.	1. Sing various alphabet songs that incorporate letters and sounds. 2. <u>Interactive Writing</u> 3. Alphabet Bingo using letters and sounds. 4. Picture Sorts for beginning sound. 5. Shared Reading using Alphabet books. 6. Individual Letter Books:	2. “Interactive Writing” 3. Kindergarten Teacher Tips, Appendix B 4. “Words their Way” Alington 6. Domini Books or Steck Vaughn	<ul style="list-style-type: none"> • <u>Letter I.D.</u> (see indicator 4 Assess Section for scale) • Sound I.D. • Hearing Sounds in Words • Journal Checklist, Appendix C.

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Proficiency Test Alignment:			1.6								
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>								
6. Distinguish letters from words by recognizing that words are separated by spaces.	1. <u>Morning message</u> counting how many letters and words. 2. Count letters in names and graph 3. <u>Interactive Writing</u> (concepts of spacing) 4. Use masks to isolate letters and words. 5. Write a predictable chart. Teacher then writes each sentence on a strip and cut apart and glue on paper in order.	1. "Month by Month" Pg. 58. 4. Masks – Appendix D, masking questions, Appendix E.	<ul style="list-style-type: none"> • Check journals for spacing • Using index cards to make a sentence, have student locate 1 letter, 2 letters, 1 word, 2 words <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 5px;">My</td> <td style="padding: 2px 5px;">mom</td> <td style="padding: 2px 5px;">went</td> <td style="padding: 2px 5px;">To</td> </tr> <tr> <td style="padding: 2px 5px;">the</td> <td style="padding: 2px 5px;">store</td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Student identifies isolated words then letters in list: <div style="text-align: center; margin-left: 40px;"> K See The W S </div> 	My	mom	went	To	the	store		
My	mom	went	To								
the	store										

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.7
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	1. <u>Interactive Writing</u> –“stretch” words when writing. 2. <u>Journals</u> – “stretch” words when writing. 3. <u>Picture/object sort</u> (sort by initial, middle, or ending sound) 4. Use sound boxes <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">c</div> <div style="border: 1px solid black; padding: 2px 5px;">a</div> <div style="border: 1px solid black; padding: 2px 5px;">t</div> </div>	1. “Interactive Writing” Pg. 114 3. “Words Their Way” Donald Bear, Pg. 312-345 & Pg. 60-61. 4. Words Their Way and Word Matters	<ul style="list-style-type: none"> • Hearing Sounds In Words • Journal Checklist, Appendix C

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.8
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Read one-syllable and often-heard words by sight.	1. Word Wall 2. Shared Reading – masking activities (Appendix D). 3. Guided Reading 4. Have students use magnetic letters to make high frequency words.	1. “Interactive Writing”, Pg. 46 <ul style="list-style-type: none"> • Guided Reading, Pg. 171-174 • “Word Matters”, Pg. 43-46, Word List on Pg. 89 	<ul style="list-style-type: none"> • Student reads 25 high frequency words from list. “Word Matters”, Pg. 89. • If successful with the 25 word list, student reads 50 high frequency words from a “Word Matters”, Pg. 90. • Teacher observation during Shared and Guided Reading

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Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			1.9
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.</p>	<p>1. <u>Shared Reading</u></p> <ul style="list-style-type: none"> • “Poem of the Week”, poem of teacher’s choice. Read 2 or 3 times a day. Alter timing, voice, and expression. <p>2. <u>Predictable Reading</u></p> <p style="padding-left: 20px;">Nursery Rhymes</p> <ul style="list-style-type: none"> - “Brown Bear” - “Mary Wore A Red Dress” - “5 Little Monkeys” - “Green Eggs and Ham” - “I Went Walking” 	<ul style="list-style-type: none"> • Various children’s poetry books. • <u>Here We Are</u> Scott-Foresman Kindergarten Edition Optional Poems – Poems: Pg. 12, 52, 55, 76, 110, 142, 178, 210, 211, 246, 247, 251, 282, 295, 316, 317, 389 	<p>Teacher observation during independent reading.</p>


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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: Contextual Understanding			II.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Understand new words from the context of conversations or from the use of pictures within a text.	1. “Guided Reading” -Introduce/Picture Walk 2. “Read Alouds” -Discussion of new words and pictures.	1. “Guided Reading – A Practical Approach for Teachers”, Pg. 11.	1. Student will explain/discuss a topic using correct terminology. Ex: -butterfly life cycle -water cycle -tadpoles -plants -multicultural topics * This can be done orally or in journals.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Conceptual Understanding</i>			II.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Recognize and understand words, signs and symbols seen in everyday life.	<p>1. <u>Safety/Community Helpers Unit</u></p> <ul style="list-style-type: none"> - road signs - stop light - danger/hazard signs <p>2. <u>Environmental Print</u> Ex: McDonald's , M & M, Pizza Hut, Nike, Pepsi, etc.</p> <p>3. Make a big book of favorite restaurants.</p> <p>4. Match signs/symbols, dog/doghouse, flag/flagpole, etc.</p>	<p>1. Books from library</p> <p>2. & 3. Have parents send in examples, Ex: clippings, bags, packaging.</p> <p>4. Houghton Mifflin Social Studies Curriculum. Who Book</p>	<p>1. Identify:</p>  <ul style="list-style-type: none"> - Stop sign - Exit <p>2. & 3. Use “environmental print” words in writing.</p>

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Conceptual Understanding</i>			II.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>3. Identify words in common categories such as color words, number words and directional words.</p>	<p>1. <u>Color Words</u> - Students compile “Color” big book - Color matching games and activity sheets - Read Alouds Ex: • “Growing Colors” • “Of Colors and Things” • “Mary Wore a Red Dress” • “Brown Bear”</p> <p>2. <u>Number Words (1-10)</u> - Make a # book - Matching numeral/number word/set activities. - Read Counting Books</p> <p>3. <u>Directional Words,</u> - Color, cut, glue, fold, draw, write, read.</p> <p>4. <u>Word Sorts</u> - Sort color, number, and directional words.</p>	<p>1. <u>Color Chart</u> -“Fabulous File Folders for Language Arts” (Carson Delosa Publishing) Ex: Appendix F.</p> <p>2. Number Word Chart, Ex: Appendix F</p> <p>3. Directional Words Chart (directional word icons) Appendix G.</p>	<ul style="list-style-type: none"> • Paper, pencil assessments for <u>color words</u> and <u>number words</u>. • Do activity sheets using the <u>directional words</u>. (Color, cut, glue, fold, draw, & write)

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Tools and Resources</i>			II.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.</p>	<p>1. <u>Teacher</u>: Give student a card with a word. (Determined by teacher)</p> <p>2. <u>Student</u>: Locates that word in the dictionary and tell/draw/write an explanation of what the word is. (Increase number of words as each student’s skills grow)</p> <p>3. Introduce concept of <u>alphabetical order</u>. (Relate to dictionary and word wall)</p>	<p>1. Beginner’s Dictionary</p> <p>2. Beginner’s Dictionary</p> <p>3. Beginner’s Dictionary Word Wall (arranged alphabetically)</p> <ul style="list-style-type: none"> • “Interactive Writing”, Pg. 46 • “Guided Reading”, Pg. 171-174 • “Word Matters Pg. 43-46, Word List on page 89 	<ul style="list-style-type: none"> • Given three teacher determined words (from the dictionary), student will use the dictionary to tell/draw/write what the word is.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Concepts of Print</i>			III.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	<p><u>Goal:</u> Students will come to understand that print has meaning.</p> <p>1. Read Aloud and compare:</p> <ul style="list-style-type: none"> • Wordless books • Fiction books • Non-fiction books <p>2. Teacher & students work together to make 2 books with same illustrations. One <u>with</u> words and one <u>without</u>.</p>	<p>1. <u>Big Books</u> “Trucks” “School Buses”</p>	<p>1. Student will answer question: “Why do books have words?”</p>

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Concepts of Print</i>			III.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Hold books right side up, know that people read pages from front to back and read words from left to right.	<p>1. <u>Shared Reading</u> - model 1-1 matching, left to right, front to back.</p> <p>2. <u>Read Aloud</u> -model how to hold book and read, front to back</p> <p>("Think Aloud" is discussing skills being modeled.)</p> <p>3. <u>Independent Reading</u> "Students look at or read books, holding it correctly, and going left to right and front to back</p>		<p>Teacher observation while child reads a text. Does student:</p> <ul style="list-style-type: none"> • Hold book right side up? • Read/look at pages from front to back? • Read/point to words from left to right?

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Concepts of Print</i>			III.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Know the differences between illustrations and print.	<p>1. <u>Read Aloud</u> - Discuss that author writes and illustrator does pictures.</p> <p>2. <u>Shared Reading</u> - Read Print - Discuss illustrators - Look at wordless books</p> <p>3. <u>Interactive Writing</u> - Write a text - Draw illustrations</p> <p>4. <u>Journal</u> - Write a text - Illustrate</p> <p>5. Discuss Newberry and Caldecott books</p>	<p>1. A variety of books</p> <p>2. Big Books</p> <p>4. Journals</p>	<p>Teacher asks student to:</p> <ul style="list-style-type: none"> • Point to the illustration • Point to the text/print • Then asks student to explain. • What is the difference?

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			III.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts for dictating simple descriptions.	<p>1. <u>Read Aloud</u></p> <ul style="list-style-type: none"> • Student will visualize and draw pictures from a story. • Student dictates description of drawing to the teacher. <p>2. <u>Teacher:</u> Take a short sentence, keep adding descriptive words, then illustrate. Ex:</p> <ul style="list-style-type: none"> • I see a dog. • I see a brown dog. • I see a big, brown dog. • I see a big, brown dog jumping. • I see a big, brown dog jumping over the fence. 	1. “Down by the Bay” “Brown Bear”	<ul style="list-style-type: none"> • Does student’s picture match descriptive text?

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			III.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Predict what will happen next, using pictures and content as a guide.	1. <u>Read Aloud</u> Teacher: looks at the cover “What do you think this book will be about?” <ul style="list-style-type: none"> • Stop in the middle of the story and have the student(s) predict what will happen next (oral, written, or drawn response) 	1. Predictable Books	<ul style="list-style-type: none"> • Does student’s prediction make sense?

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			III.6
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	<p>1. <u>During a Read Aloud</u> – allow students to orally share their prior knowledge and experience related to the story. Ex: “Owl Babies” (students can discuss how they feel when their mommy leaves.)</p> <p>2. Read “Miss Bindergarten Gets Ready for the 100th Day of Kindergarten” then have each student make their own page about how they got ready for Kindergarten.</p>	<p>1. Variety of Read Alouds</p> <p>2. “Miss Bindergarten Gets Ready for Kindergarten” “Stays home from Kindergarten” “100th Day”</p> <p>3. Using a story about Franklin the turtle, compare how you are the same or different from this character and his experience.</p>	<ul style="list-style-type: none"> Teacher observation while discussing a text: Does student stay on topic?

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			III.7
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Recall information from a story by sequencing pictures and events.	<p>1. <u>Teacher Models</u>: Sequencing pictures taken from familiar stories.</p> <p>2. <u>Student</u>: Completes picture sequencing activity sheets (Appendix H).</p>	<ul style="list-style-type: none"> - “The Three Bears” - “Little Red Riding Hood” - “Three Billy Goats Gruff” - “Humpty Dumpty” - Picture sequencing activity sheet (see attachments). 	- Does student put the pictures from a story in correct order and retell.

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			III.8
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.</p> <p><u>Literal</u> – concerned mainly with facts.</p>	<p>1. <u>Teacher</u>: Derive factual questions from a familiar story or classic fairy tale. Ex: - What did the 3 pigs build their houses out of? - Who was Little Red Riding Hood going to visit? - Where were the 3 Billy Goats going?</p> <p>2. <u>Student</u>: Answer questions following Read Aloud of familiar story or classic fairy tale.</p>	<ul style="list-style-type: none"> - Classic Fairy Tales - Other familiar stories - “The Hat” by Jan Brett 	<p><u>Read Aloud</u> “The Hat” by Jan Brett.</p> <ol style="list-style-type: none"> 1. Who is the main character? (Hedgehog) 2. What did the animals do with the clothes on the clothes line? (wore them) 3. Who gets the clothes at the end of the story? (the child)

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Proficiency Test Alignment: <i>Self-Monitoring Strategies</i>			III.9
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Monitor comprehension of orally read texts by asking and answering questions.	<p>1. <u>During Read Aloud</u></p> <ul style="list-style-type: none"> • Teacher models self-monitoring strategies aloud: <ul style="list-style-type: none"> - re-reading - asking and answering questions • Encourage students to ask questions during reading. 	<ul style="list-style-type: none"> • “Extending Our Reach” Pg. 4-8 Pg. 133-137 • “Guided reading” Pg. 78, 79 and 156 	- Teacher observation during Guided Reading, Shared Reading, and Read Alouds.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Independent Reading</i>			III.10
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Identify favorite books and stories and participate in shared oral reading.	<p>1. <u>Teacher</u>: Models identifying personal favorites and telling why.</p> <p>2. <u>Read Alouds & Shared Reading</u>: Read class favorites many times.</p> <p>3. <u>Students</u>: tell about their favorite books during (identifying favorite books should be an ongoing activity).</p> <ul style="list-style-type: none"> • Personal book selection • Read Aloud & Shared Reading time • Favorite book-show and tell. 	“Favorite” texts	<ul style="list-style-type: none"> • Student draws picture from their favorite story and tells why.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			IV.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use pictures and illustrations to aid comprehension.	<p>1. <u>Shared/Guided Reading</u> <u>Teacher</u>: models, discusses, & encourages using pictures and illustrations to aid comprehension during reading.</p> <p>2. <u>Students</u>: draw a relevant picture to illustrate personal journal entry.</p> <p>3. <u>Student</u>: illustrates weekly poem in a poem book.</p>	<p>1. Use prompts from “Guided Reading” Pg. 161 Ex. “Check the picture”.</p>	<p>1. Teacher observation during Guided Reading.</p> <p>2. Do journal illustrations match text.</p> <p>3. Do poem book illustrations match text?</p>

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			IV.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify and discuss the sequence of events in informational text.	<p>1. <u>Read Alouds</u> About life cycles.</p> <p>2. <u>Interactive Writing</u> Write about the sequence of events and use for shared reading.</p> <p>3. <u>Small Group</u> Using sequence pictures, discuss and order events.</p> <p>4. <u>Independent Writing</u> Students draw or write about sequence.</p>	<p><u>Life Cycle Books:</u></p> <ul style="list-style-type: none"> - Butterflies - Plants - Frogs <ul style="list-style-type: none"> • Sequence activity sheets (Appendix I) 	<ul style="list-style-type: none"> • Student correctly sequences cycle and explains (with or without prompts). (Appendix I)

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			IV.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Tell the main idea of a selection that has been read aloud.	1. <u>Read Aloud/Guided Reading</u> <ul style="list-style-type: none"> • Teacher models and identifies the main idea. • Students discuss the main idea. • Student identifies the main idea of a read aloud. 	Books	<u>Read Aloud/Guided Reading</u> <ul style="list-style-type: none"> • The student will tell the main idea of a story.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			IV.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify and discuss simple maps, charts and graphs.	<p>1. <u>Maps</u></p> <ul style="list-style-type: none"> • “Birds Eye View” Big Book • “My Map” Keep Book • Draw a map <p>Ex:</p> <ul style="list-style-type: none"> - bedroom - playground - classroom - school <p>2. <u>Charts</u></p> <p>Ex:</p> <ul style="list-style-type: none"> - color chart - number chart - name charts <p>3. <u>Graphs</u></p> <p>Ex:</p> <ul style="list-style-type: none"> - eye color - favorite pet - hair color - favorite seasonal activities 	<p>1. <u>Maps</u></p> <ul style="list-style-type: none"> - “Birds Eye View” Big Book (Literacy Room) - “My Map” (Keep Book) - Floor Map from Houghton Mifflin Social Studies kit. <p>2. <u>Charts</u></p> <p>Teacher/student made color/number/name charts</p> <p>3. <u>Graphs</u></p> <p>See Saxon materials</p>	<ul style="list-style-type: none"> • Student will point to and name a <u>map</u>, <u>chart</u>, and <u>graph</u> (in room) and discuss their purpose. (Have map of United States, color chart, and favorite pet graph pasted during this assessment).

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			IV.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Follow simple directions.	<p>1. <u>Teacher:</u> Introduces and implements a center work board for students to follow.</p> <p>2. <u>Teacher:</u> Models following written directions:</p> <ul style="list-style-type: none"> - color - cut - glue - fold - draw - write - read <p>3. <u>Students:</u> Students will do an activity that will include at least 3 directional words.</p>	<p>1. Center work board icons “Guided Reading” (Appendix B)</p> <p>2. Directional icons (Appendix G)</p>	<ul style="list-style-type: none"> • Correctly complete a center activity independently using 3 different directional steps chosen by teacher (color, cut, glue, fold, draw, write, read)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			V.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify favorite books and stories.	1. <u>Teacher:</u> models talking about favorite book. 2. <u>Favorite book show and tell</u> (each student brings their favorite book and orally shares with class)		1. Does student identify favorite book and tell why it is their favorite during Favorite Book Show and Tell?

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			V.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify the characters and setting in a story.	<p><u>Read Aloud</u></p> <p>1. <u>Teacher:</u> discusses characters and setting in many stories throughout the year.</p> <p>2. <u>Students:</u> identify characters and setting from Guided Reading and Read Aloud books.</p>	<ul style="list-style-type: none"> • Familiar stories/fairy tales • “Extending Our Reach” Pg. 52-54 	<ul style="list-style-type: none"> • Student identifies character and setting orally and/or by drawing or writing.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			V.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Retell or re-enact a story that has been heard.	1. <u>Read Aloud</u> <ul style="list-style-type: none"> • Teacher will read selected text <u>at least 2</u> times. • Discuss characters and setting. 2. <u>Interactive Writing or Shared Writing</u> <ul style="list-style-type: none"> • List characters and their attributes. 3. Assign characters and act out 4. <u>Student</u> : retells story orally or in writing.	- Nursery Rhymes - Fairy Tales - Familiar stories	<ul style="list-style-type: none"> • Child will portray their character appropriately during a re-telling or re-enactment.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			V.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Distinguish between fantasy and reality.	<p>1. <u>Read Alouds</u> Discuss words/concepts such as: -fiction -non-fiction -fantasy -reality -illustrations: (Are they photographs, drawings, cartoons?)</p> <p>Practice finishing the sentence: “I know this is fantasy because...” “I know this is reality because...”</p>	1. Fiction and non-fiction texts.	<p>1. Given 4 books, student will categorize books into fantasy and reality.</p> <ul style="list-style-type: none"> • “Clifford the Big Red Dog” • “Sounds on the Farm” Big Book • “Hop on Top” • “Birds Eye View” Big Book

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			V.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize predictable patterns in stories	<p>1. <u>Read Aloud</u> Teacher encourages students to join in on predictable parts.</p> <p>2. <u>Guided Reading</u> Student notices and monitors reading using predictable text pattern.</p> <p>“Invitations” Pg. 391-394 “Classrooms That Work” 1st Edition Pg. 54-56</p> <p>3. During Shared Writing write predictable charts and reread during shared reading. I like to eat apples. I like to eat ice cream, etc.</p>	<p>1. “Invitations” pg. 391-394, “Classrooms That Work” – 1st Edition, pg. 54-56</p> <ul style="list-style-type: none"> • “Brown Bear” • “I Went Walking” • “The House That Jack Built” • “The Old Lady Who Swallowed A Fly” • “Napping House” • “The Very Hungry Caterpillar “ • “Blue Hat, Green Hat” • “Chicka Chicka Boom Boom” • “Being With You This Way” • “The Gingerbread Man” 	<p><u>Small Group Assessment</u> Assign each student a speaking part from: “The Little Red Hen”</p> <p>Does the student reproduce the pattern when its their turn?</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			VI.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate writing ideas through discussions with others.	1. <u>Teacher:</u> models telling personal experience stories orally. 2. <u>Student:</u> tells personal experience stories orally. 3. <u>Shared Writing</u> Generate topic list, Ex. -family - pets - friends - vacation (post list in room as a writing aid for children)	3. “Word Matters” Pg. 209	1. Teacher observation of student participation in activities.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			VI.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Choose a topic for writing.	1. Teacher models making a topic list. 2. Teacher models choosing a topic from his/her list. 3. Shared Writing: Class makes a list of topics with no more than 5 topics to start. 4. <u>Interactive Writing</u> <ul style="list-style-type: none"> • Write about a topic from list. • 5. <u>Student:</u> Chooses a topic from list and writes about it.	1. Classroom writing topic list. 2. Classroom writing topic list. “Word Matters”, pg. 209	- Student chooses a topic and writes about it.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			VI.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Determine audience.	<p>1. <u>Interactive Writing</u> Before writing the teacher models, determine the audience. What does the audience need to know? State purpose and who it is for.</p> <p>2. <u>Student:</u> Before writing student identifies audience.</p> <ul style="list-style-type: none"> • Journal • Letters • Cards • Personal writing • Lists 	1. “Interactive Writing” Pg. 3 and Chapter 6	Teacher observation over time during Interactive Writing & personal writing (keep a checklist to record time student is able to determine audience.) (Appendix J)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes																		
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			VI.4															
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>															
4. Organize and group related ideas.	<p>1. <u>Graphic Organizers</u></p> <ul style="list-style-type: none"> - KWL chart - Venn Diagram - Story Web <p>2. <u>Student</u>: sort color/number/and directional words into appropriate categories. (refer to Acquisition of Vocabulary – Indicator 3)</p>	<ul style="list-style-type: none"> • <u>KWL Chart</u> “Classrooms That Work”, 1st Edition, pg. 61-69. • <u>Venn Diagram</u> “Invitations”, Pg. 95 • <u>Story Web</u> “Classrooms that Work”, 1st Edition, pg. 61-69 	<ul style="list-style-type: none"> • Complete a cut and glue word sort using 3 color/3 number and 3 directional words. Ex: Cut <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center">red</td> <td align="center">two</td> <td align="center">three</td> </tr> <tr> <td align="center">one</td> <td align="center">color</td> <td align="center">green</td> </tr> <tr> <td align="center">cut</td> <td align="center">blue</td> <td align="center">glue</td> </tr> </table> <p align="center">Glue under appropriate category</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th align="center">Colors</th> <th align="center">Numbers</th> <th align="center">Directions</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	red	two	three	one	color	green	cut	blue	glue	Colors	Numbers	Directions			
red	two	three																
one	color	green																
cut	blue	glue																
Colors	Numbers	Directions																

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			VI.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Write from left to right and top to bottom.	1. Teacher models during Shared Writing 2. Interactive Writing <u>Teacher:</u> - Where do we start? - Which way do we go? - Where do we go now? 3. <u>Student:</u> Begins to write left to right and top to bottom. - Journal - Personal writing - Interactive Writing	2. “Interactive Writing”, Pg. 99-100	<ul style="list-style-type: none"> Journal Checklist (Appendix C)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			VI.6
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use correct sentence structures when expressing thoughts and ideas.	<p>1. <u>Interactive Writing</u></p> <ul style="list-style-type: none"> • Teacher models using correct wording of ideas. • Invites students to attempt to phrase the sentence. (Teacher must ensure that sentence decided on is structured appropriately.) <p>2. <u>Journal</u></p> <ul style="list-style-type: none"> • Teacher encourages students to use correct sentence structure. 		- Does student use correct sentence structure when writing independently?

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			VI.7
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Reread own writing.	<p>1. <u>Interactive/Shared Writing</u> Teacher models re-reading to check for correct sentence structure, spelling, spaces, punctuation, and meaning.</p> <p>2. <u>Student:</u> Begins to reread own writing.</p> <ul style="list-style-type: none"> • Journal • Personal writing • Interactive writing 		Teacher observes student demonstrating re-reading during writing.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising and Editing</i>			VI.8
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use resources (e.g., a word wall) to enhance vocabulary.	<p>1. <u>Teacher</u> models the use of name chart, word wall and word lists during Shared and Interactive Writing.</p> <ul style="list-style-type: none"> • Encourage their use during Independent Writing. <p>2. <u>Interactive Writing</u> – Students take on responsibility of locating needed words from:</p> <ul style="list-style-type: none"> • Poems • Word walls • Word charts • Print rich environment <p>3. <u>Independent Writing</u> – Students begin locating needed words for their writing from:</p> <ul style="list-style-type: none"> • Poems • Word walls • Word charts • Print rich environment 	<ul style="list-style-type: none"> - Poems - Print rich environment - Name Chart - Word Wall - Word List: <ul style="list-style-type: none"> • Holiday word list • Word families • Unit words - Interactive Writing Pg. 46&47 - Word Matters Pg. 42-52 - Other classroom charts (colors, number words, directional words) 	<p>3. Teacher observation during independent writing</p> <p>Are high frequency words spelled correctly in student writing (by use of classroom charts)?</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Publishing</i>			VI.9
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Rewrite and illustrate writing samples for display and for sharing with others.	<p>1. <u>Interactive Writing</u></p> <ul style="list-style-type: none"> • Teacher models beginner editing strategies <ul style="list-style-type: none"> - capitalization - punctuation - spelling - sentence structure - spacing <p>Student will gradually take on editing strategies during Interactive Writing.</p> <ul style="list-style-type: none"> • Teacher models and discusses how an illustration should match text. <p>2. <u>Independent Writing</u></p> <ul style="list-style-type: none"> • Student revisits writing to revise and illustrate for a specific audience. 	<p>“Interactive Writing”, Pg. 7, 8, & 75</p> <ul style="list-style-type: none"> • “Word Matters”, Chapter 16 • “Classrooms That Work”, Second Edition Pg. 91-102 	<p>- Student revisits, illustrates and edits (with support if necessary), a piece of writing for an audience.</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			VII.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Dictate or write simple stories, using letters, words or pictures.	1. <u>Shared Writing</u> Teacher models writing simple stories. 2. <u>Writer's Workshop</u> <ul style="list-style-type: none"> • Children pick a topic • Draw a picture • Teacher encourages use of letter/words according to student knowledge • Students share with group. Teacher should make positive comments encouraging each student. 3. <u>Independent Writing</u> Student journals 4. Copy simple stories or environmental print	2. Word Matters Chapter 16 Classrooms That Work Second Edition Pg. 91-97	1. Teacher observation during sharing and conferencing. 2. Journal checklist (Appendix C).

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			VII.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Name or label objects or places.	<p>1. <u>Shared/Interactive Writing</u></p> <ul style="list-style-type: none"> • Write labels for objects in the room (print rich environment) • Label center areas • Color, shape, number word charts <p>2. <u>Independent Pictures</u></p> <ul style="list-style-type: none"> • Student labels pictures in journal • Given pictures, students will label them appropriately. 	<p>1. “Word Matters” Pg. 36</p> <p>Color, shape, number word charts.</p> <p>2. “Words Their Way” Pg. 312</p>	<p>2. Label 4 pictures from “Words Their Way”</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			VII.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Write from left to right and from top to bottom.	<p>1. <u>Shared/Interactive</u> Teacher models writing left to right and top to bottom. Ask continually;</p> <ul style="list-style-type: none"> • Where do we start? • Which way do we go? • Where do we go now? <p>Students begin to take responsibility in Interactive Writing for determining where to start, where to go next.</p> <p>2. <u>Independent Writing</u> Teacher encourages & praises students who write left to right, top to bottom.</p>		<ul style="list-style-type: none"> • Journal checklist (Appendix C) • Teacher observation

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			VII.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Dictate or write informal writings for various purposes.	<ul style="list-style-type: none"> • Teacher provides <u>meaningful</u> purposes for student to write. <ol style="list-style-type: none"> 1. <u>Shared/Interactive Writing</u> Teacher models writing for various meaningful purposes. 2. <u>Independent Writing</u> Students write independently for various purposes. 	<p>“Guided Reading”, pg. 33</p> <p>“Interactive Writing, pg. 3, 5, 10 & 11.</p>	Teacher observation of student writing.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Handwriting</i>			VIII.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>1. Print capital and lowercase letters, correctly spacing the letters.</p> <p>*Handwriting and journaling are 2 different things. Lines are important for correct letter formation. However, the purpose for journal writing is to put thoughts on paper not to assess penmanship.</p> <p><u>Suggestions for lines</u></p> <ul style="list-style-type: none"> • Allow students to write on un-lined paper at the beginning of the year. • Begin to introduce lines as students show readiness. • After months of modeling, begin formal handwriting instruction (on lines) after Christmas. 	<p>1. Teacher models writing letters and spacing them appropriately on lines during shared writing and handwriting mini lessons (beginning the first day)</p> <p>2. Use handwriting Instruction system in “Word Matters” on page 143-147</p> <p>3. Interactive Writing Model and encourage appropriate spacing of letters</p>	<p>1. See Appendix K for example of way to introduce writing on lines.</p> <p>2. Word Matters, Pg. 143-147.</p>	<p>1. Teacher observation during Interactive Writing and handwriting books.</p> <p>2. Student will correctly print all capital and lower case letters with spacing.</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Handwriting</i>			VIII.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Leave spaces between words when writing.	<p>1. <u>Shared Writing</u> Teacher models leaving spaces.</p> <p>2. <u>Interactive Writing</u></p> <ul style="list-style-type: none"> • Discuss need for spacing • Prompt students while writing to space. • Appoint a “:spacer” after each word. <p>3. <u>Independent Writing</u> Students begin to leave spaces in their writing.</p>	“Interactive Writing” Pg. 101-102	<ul style="list-style-type: none"> • Teacher observation during Interactive and Independent Writing. • Journal Checklist (Appendix C)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			VIII.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Show characteristics of early letter name-alphabetic spelling.	<p>1. <u>Interactive Writing</u> Teacher models and encourages students to stretch words to hear sounds and associate sounds to letters.</p> <p>2. <u>Independent Writing</u> Student stretches words to hear sounds and writes corresponding letter.</p> <ul style="list-style-type: none"> • Builds words with magnetic letters • Labels pictures (see Writing Applications indicator 2) 	<ul style="list-style-type: none"> • “Words Their Way” Pg. 20 (see for definition of “early letter name” spelling. • “Voices on Word Matters”, pg. 80 	<ul style="list-style-type: none"> • Journal Checklist (Appendix C) • Teacher observation during Interactive Writing and Independent Writing Activities.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			VIII.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use some end consonant sounds when writing.	<p>1. <u>Interactive Writing</u> Teacher models and encourages student to stretch words to hear sounds and associate sounds and letters.</p> <p>2. <u>Independent Writing</u> Student stretches words to hear sounds and writes corresponding letter.</p> <ul style="list-style-type: none"> • Builds words with magnetic letters • Labels pictures (see Writing Applications Indicator 2) 	<ul style="list-style-type: none"> • “Words Their Way”, Pg. 20 (see for definition of “early letter name” spelling. • “Voices on Word Matters”, Pg. 80 	<ul style="list-style-type: none"> • Journal Checklist (Appendix C) • Teacher observation during Interactive Writing and Independent Writing activities.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			VIII.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Place punctuation marks at the end of sentences.	<ul style="list-style-type: none"> • Teach students correct terminology for punctuation <ul style="list-style-type: none"> - question mark - exclamation point/mark - period <p>1. <u>Shared/Interactive Writing</u> Teacher models/encourages using punctuation.</p> <p>2. <u>Shared Reading</u> Locate punctuation in text (use mask).</p> <p>3. <u>Independent Writing</u> Students are encouraged to use punctuation in their writing.</p>	2. Masks – Appendix D	<ul style="list-style-type: none"> • Journal Checklist (Appendix C) • Teacher observation during Interactive Writing and Independent Writing activities.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			IX.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.	1. Provide books or a collection of artifacts about a specific topic for students to “study”. (Make sure there are lots of pictures) 2. Access internet (with teacher support) to study a topic or unit of study. 3. Student records observations or findings using drawings and or writing. 4. Student orally shares findings.	1. Unit/Thematic books. Topic Suggestions: - seasons 2. Computer with Internet access. - safety - bugs, spiders, animals - farm - holidays - water	<ul style="list-style-type: none"> • Write or draw a picture and orally explain their new learning pertaining to topic or unit of study.

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			IX.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Recall information about a topic, with teacher assistance.	<ul style="list-style-type: none"> • Following a unit or a field trip: <ol style="list-style-type: none"> 1. <u>“Web”</u> information that students recall. 2. <u>Interactive Writing</u> - use web to write about topic. 	<ol style="list-style-type: none"> 1. <u>Web</u> - “Classrooms That Work”, First Edition Pg. 63-67 <p>Unit or field trip suggestions:</p> <ul style="list-style-type: none"> - safety - transportation - animals - farm - holidays - water 	<ol style="list-style-type: none"> 1. <u>Checklist of participation</u> during: <ul style="list-style-type: none"> • discussion of topic (Student discusses the topic accurately.) 2. <u>Interactive Writing</u> (Appendix J)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			IX.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Share findings visually or orally.	<p>Following a unit, field trip, or an experiment:</p> <p>Teacher draws and/or orally “shares findings” –through modeling (with student involvement</p> <p>1. <u>Interactive Writing</u> – Discuss & write about “findings” and illustrate.</p> <p>2. Student draws and/or orally “shares findings”.</p> <p>Following a unit, field trip, or an experiment;)</p>		<p>1. Checklist of participation during discussion (Appendix J).</p> <p>2. Student shares new topic of learning</p> <ul style="list-style-type: none"> - orally - by drawing a picture

Language Arts: Kindergarten

**Adams County/Ohio Valley
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Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			X.1
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Listen attentively to speakers, stories, poems and songs.	<p>1. <u>Teacher</u> discusses good listening behaviors:</p> <ul style="list-style-type: none"> • Remaining quiet • Keeping eye contact • Sitting still <p>2. <u>Student</u> will attend to speaker during:</p> <ul style="list-style-type: none"> • Show and Tell • Read Alouds & Shared Reading (stories/poems) • Interactive Writing • Songs • Resource person/classroom speaker 		<p>1. <u>Ongoing Checklist</u></p> <ul style="list-style-type: none"> • Does student listen attentively? (Complete checklist during activities listed). Appendix J

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			X.2
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Connect what is heard with prior knowledge and experience.	1. <u>Read Aloud/Guided Reading</u> <ul style="list-style-type: none"> • Before, during & after reading, allow students to orally share their prior knowledge & experiences related to the story. 2. <u>During classroom discussions:</u> <ul style="list-style-type: none"> • Encourage & allow students to share their prior knowledge & experiences relevant to the discussion. 		1. Can students connect their prior knowledge & experiences to what is heard in a story? 2. Can students connect their prior knowledge & experiences to what is heard in discussions?

Language Arts: Kindergarten

Adams County/Ohio Valley Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment:			X.3
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Follow simple oral directions.	<p>1. <u>Student:</u> will complete activity sheets (that require students to listen to directions read by teacher). Ex:</p> <ul style="list-style-type: none"> • Math work sheets • Any listening activity <p>2. <u>Student:</u> follows oral directions given by teacher for center activity.</p> <p>*Remember: All procedures need to be modeled before expecting students to do activity.</p> <ol style="list-style-type: none"> 1. Put your name on your paper. 2. Choose 2 different pattern blocks. 3. Make a pattern with the Math pattern blocks. 4. Trace your patterns on paper. 5. Color according to pattern blocks. 		<p>1. Student will complete an activity sheet by following the given directions.</p> <p>2 Teacher observation of student correctly following directions given for center activities.</p>

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			X.4
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Speak clearly and understandably.	<p>1. <u>Teacher</u>: consistently models and encourages correct speech practices.</p> <p>2. <u>Student</u> will participate in:</p> <ul style="list-style-type: none"> • Show & tell • Oral story telling • Sharing/discussing a personal journal or picture with the class. • Dramatization <p>3. Shared Reading & Guided Reading (reading fluently)</p>		<p>2. & 3. <u>Ongoing Checklist</u> - teacher records whether student's speech is clear and understandable during:</p> <ul style="list-style-type: none"> • Show & tell • Oral story telling • Sharing/discussing a personal journal or picture with the class. • Dramatization • Shared & Guided Reading

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			X.5
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.	<p>1. <u>Teacher</u>: models sharing information in a logical order with a beginning, middle & end.</p> <p>*Encourage students to use terminology such as first, then, next, last, finally.</p> <p>2. <u>Student</u>- will share information:</p> <ul style="list-style-type: none"> • During show & tell • During journal/picture sharing time • Oral story telling • Simple oral report • Telling personal experience. 		<p><u>Ongoing Checklist</u> – does student share information in logical order with a beginning, middle and end during:</p> <ul style="list-style-type: none"> • Show & tell • Journal/picture sharing • Oral story telling • Simple oral report • Telling personal experience (Appendix J)

Language Arts: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Application</i>			X.6
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Recite short poems, songs and nursery rhymes.	<p>1. <u>Students</u> – will learn to recite poems, songs, & nursery rhymes through:</p> <ul style="list-style-type: none"> • Finger plays • Keep Books • Shared Reading • Poem of the week • Talent Time: students can perform their favorite poem/song/nursery rhyme. <p>(Familiar poems should be no longer than 6 lines. Poems, songs, & nursery rhymes should be repeated <u>many</u> times throughout the year.)</p>	<ul style="list-style-type: none"> • <u>Keep Books</u> (see Literacy Coordinator) • Various children’s poetry books. • <u>Here We Are</u> Scott – Foresman Kindergarten Edition Option <p>Poems – Poems: Pg. 12, 52, 55, 76, 110, 142, 178, 210, 211, 246, 247,.251, 282, 295, 316, 317, 339</p> <ul style="list-style-type: none"> • 	<p>Can student successfully recite one of the following from each category (individually or small group):</p> <p><u>Poems:</u> Three (3) familiar poems of teacher choice.</p> <p><u>Songs:</u></p> <ul style="list-style-type: none"> • “Mary Had a Little Lamb” • “Itsy Bitsy Spider” • “Twinkle, Twinkle Little Star” <p><u>Nursery Rhymes:</u></p> <ul style="list-style-type: none"> • “Humpty Dumpty” • “Little Miss Muffett” • “Little Boy Blue”