

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Kindergarten

LENGTH OF COURSE: 180 days

FREQUENCY OF INSTRUCTION:

Kid writing – daily
Guided Reading – daily
Shared Reading/Read Aloud – daily
Phonemic Awareness – daily

TEXT: Kid Writing, Trade books for shared reading and guided reading

PUBLISHER: Wright Group Publishing, Inc.

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COURSE DESCRIPTION:

The kindergarten communications curriculum utilizes a balanced literacy approach to instruction. It provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In this balanced literacy framework students participate in read aloud, shared reading, guided reading, independent reading and systematic word study. In addition, through Kid Writing, students engage in writers' workshop and independent writing. The classroom environment supports students at their instructional level to deliver phonemic awareness, phonics, fluency, vocabulary and text comprehension instruction.

AREAS OF STUDY:

CURRICULUM WRITING TEAM:

Randi Clarke
Danielle Crouthamel
Janine Lee
Christina Mann

DATE OF REVISION:

2003

Wallenpaupack Area School District

Teachers should choose from the following teacher books:

Blevins, W. (1998). *Phonics from A to Z*. Scholastic.

Cunningham, P. M. & Hall, D. P. (1994). *Making words: multilevel, hands-on developmentally appropriate spelling and phonics activities*. Good Apple.

Cunningham, P. M. (1995). *Phonics they use: words for reading and writing*. Harper Collins College Publishers.

Fitzpatrick, J. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Teaching Press.

Zgonc, Y, (2000). *Sounds in action: phonological awareness activities and assessment*. Crystal Springs Books.

PLEASE SEE "APPENDIX" FOR ADDITIONAL ACTIVITIES

Wallenpaupack Area School District

Course: Communications

Grade Level: Grade K

Unit:

PA Standards: 1.1.B
1.1.C
1.1.D
1.1.F
1.1.G

Topics:	Skills:
Learning to read independently	<p>Preview text to locate and identify title, author, and parts of a book.</p> <ul style="list-style-type: none">• Use correct book handling skills (e.g. left to right, top to bottom, front to back and turn pages appropriately) <p>Use knowledge of phonics, syllabication, and picture clues to decode and understand new words during reading.</p> <ul style="list-style-type: none">• Manipulate the structural features of spoken and written language to read simple sentences and stories• Read one-syllable and high frequency sight words• Identify initial, medial and final sounds, including blends and diagraphs• Use knowledge of speech and print to read regular one-syllable words• Use voice marks at the end of sentences to guide fluent oral reading and as a clue to meaning• Categorize common words into basic categories based on sound features and sound-symbol representation• Demonstrate correspondence between consonant and short vowel sounds to letter symbols• Segment and blend sequences of isolated speech sounds• Produce a series of rhyming words• Demonstrate correspondence between most consonant and short vowel sounds to letter symbols• Demonstrate understanding of syllables in a word

Wallenpaupack Area School District

Topics: (continued)	Skills: (continued)
	<p>Use self-monitoring comprehension strategies. (e.g., text illustrations, and questioning) to make logical predictions</p> <ul style="list-style-type: none"> • Monitor predictions while reading • Reread and self-correct word recognition errors while reading <p>Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p> <ul style="list-style-type: none"> • Develop new vocabulary meaning using sentence structure and word order <p>Retell, summarize, and connect new information or ideas in the text to known information.</p> <ul style="list-style-type: none"> • Identify the characteristics of fiction and nonfiction text • Retell a story in logical and sequential order • Identify the major ideas in a story • Connect the new information or ideas in a story to real life events • Answer and construct questions using key words and discussion • Reread sentences to clarify meaning • Support answers and conclusions by locating key words from the text and evidence from the illustrations.
Activities:	Performance Assessments:
<p>Sharing stories and illustrations Discussions Teacher modeling using big books, picture books and other books of different genres. Sharing prior knowledge Phonemic Awareness Activities Alphabet charts Computer programs Songs, riddles, poems, etc Matching manipulatives (upper/lower case letters, picture/sound relationships) Picture card games Alphabet books/big books Word family houses Word wall activities Kid Writing helpers (The King of "ing") Shared reading Guided reading Read aloud Shared Reading using big books</p>	<p>Teacher observation Concept of print checklist Phonemic awareness inventory Letter checklist Retellings Sight word checklists Oral student reading Running records Draw or write ending to story read Participation Kid Writing journals Conventions of Writing Developmental Scale Writing samples Cut and paste or picture card sequencing Drawing samples</p>

Wallenpaupack Area School District

Activities: (continued)	
<p>K-W-L Picture walks Think-aloud Brainstorming Previewing/discussing texts Making word activities Word sorting activities Kid Writing Reading around the room Writing around the room Word wall activities Shared Writing Language experience stories Sharing oral or written story retellings Independent oral retellings Story mapping Sequencing Beginning, middle, and end activities Role playing Illustrations Flip books Weekly Readers Guided reading Shared reading Predictable books/big books</p>	

Wallenpaupack Area School District

Course: Communications

Grade Level: Grade K

Unit:

PA Standards: 1.3.A
1.3.B
1.3.C
1.3.D
1.3.F

<p>Topics:</p> <p>Reading, analyzing, and interpreting literature</p>	<p>Skills:</p> <p>Read and understand works of literature</p> <p>Identify literary elements in stories describing characters, setting, and main idea</p> <p>Identify literary devices in stories (e.g. rhyme, rhythm, and repetition)</p> <p>Identify and complete predictable language patterns (pattern and predictable books, nursery rhymes)</p> <p>Respond to reading</p> <ul style="list-style-type: none"> • Fiction and Nonfiction
<p>Activities:</p> <p>Read aloud</p> <p>Shared readings</p> <p>Listening to and reading predictable books</p> <p>Poetry activities</p> <p>Story mapping</p> <p>Illustrations</p> <p>Retellings</p> <p>Sequencing pictures</p> <p>Story cubes</p> <p>Beach ball toss</p> <p>Treasure box/book box</p> <p>Poetry</p> <p>Nursery Rhymes</p> <p>Songs</p> <p>Rhyming games</p> <p>Computers programs</p> <p>Phonemic Awareness activities</p> <p>Predictable books</p> <p>Guided reading</p> <p>Story sequences</p> <p>Shared reading</p> <p>Choral reading</p> <p>Read a loud</p>	<p>Performance Assessments:</p> <p>Participation</p> <p>Teacher observation</p> <p>Retellings</p> <p>Story map</p> <p>Projects</p> <p>Listening skills</p> <p>Phonemic Awareness Inventory</p> <p>Checklists</p> <p>Running records</p>

Wallenpaupack Area School District

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Unit:

PA Standards: 1.4.A
1.5.F

Topics: Types of Writing	Skills: Use early forms of writing, dictation, or illustrations. <ul style="list-style-type: none">• Journals Editing using conventions of language <ul style="list-style-type: none">• Identify the correct conventions of language in a sentence or sentences (grammar, punctuation).
Activities: Kid Writing journals Reflective writing Experience stories Poems Story illustrations Kid Writing Kid Writing mini lessons Modeled writing Class books	Performance Assessments: Conventions of Writing Developmental Scale Writing samples Kid Writing Journals Conferencing Student work samples Writing samples

Wallenpaupack Area School District

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Unit:

PA Standards: 1.6.A

Topics:	Skills:
Speaking and Listening	<p>Listen to others when they are speaking and demonstrate understanding of the message.</p> <ul style="list-style-type: none">• Ask questions to obtain clarifying information <p>Listen to selections of literature</p> <ul style="list-style-type: none">• Identify the characteristics of similar experiences• Make realistic predictions about the outcomes of simple events and recognize that different outcomes are possible• Identify the events that happen first, next, and last in a story (chronological order) <p>Speak using skills appropriate to formal speech situations</p> <ul style="list-style-type: none">• Use correct vocabulary and word usage when speaking• Use appropriate volume in response to modeling, initiating answer and conversation• Pronounce words understandably by including single and multiple syllables and sounds• Use appropriate pace in sentences rhymes, poetry, and questions• Interpret expressions, gestures, and body language cues from audience <p>Contribute to discussions</p> <ul style="list-style-type: none">• Share information and relate a real life experience to a specified topic• Ask related questions to gain information• Respond with related information to questions asked• Listen to the contributions of others• Display conversational turn taking behaviors

Wallenpaupack Area School District

	<p>Skills: (continued)</p> <p>Group discussions and presentations</p> <ul style="list-style-type: none"> • Participate in large and small group discussions with assigned roles • Participate in everyday conversation by turn taking, initiating sentences and asking questions • Recite short poems, rhymes, songs, and give a simple presentation (Show and Tell) • Use questions to obtain information and record responses from other persons • Sequence steps in an activity, event or situation • Report an emergency to adults
<p>Activities:</p> <p>Learning to be a good audience Listening and drawing stories Show and tell Participation in K-W-L activity Listen to presentations Model "W" questions Repeating and following directions Listen to and recite poetry, stories, nursery rhymes Listen to others Playing listening games Group sharing Weather reports Daily circle time activities Reciting poetry and finger plays Choral reading Sequencing stories Fire prevention and emergency activities</p>	<p>Performance Assessments:</p> <p>Follows oral directions Observations Teacher observation Student participation</p>