GRADE KINDERGARTEN ELA
MARKING PERIOD 2

Key Terms for Students			Genres	Key to Essential Components of Reading:
Real Imaginary Fact Spacing Opinion Retell Sequence	Story Characters Setting Syllable Poem Web Chart	Fiction Non-Fiction Describe Identify Interpret	Narrative (Imaginative) Informational	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
Strategic Actions **<u>Thinking Within Text</u>** *Searching for and Using Information*	• Listen to literary texts and performances to identify specific people and places.	Literary and Informational Text HQ2 Continuum	Oral Response and Retelling
	• Acquire information from nonfiction text.	Literary and Informational Text HQ2 Continuum Science	Oral Response and Retelling Reading Response Journal Observational Checklist
	• **(V)** Learn the meaning of new words and use them in own speech.	Literary and Informational Text HQ2 Continuum Synonym Web or Vocabulary Word Wall	Oral Response and Retelling PALS – Speaking Observational Checklist Guided Reading Notes
Summarizing	• Identify what they know and have learned about a specific story or topic.	Literary and Informational Text HQ2 Continuum Graphic Organizer (KWL)	Oral Response and Retelling Reading Response Journal
	• **(C)** Comprehend and respond to literary texts and performances.	Literary and Informational Text HQ2 Continuum Reading Response Journal	Reading Response Journal Oral Response & Retelling Reading Conferring Notes Graphic Organizers 1-9

			PALS – BAS Reading Response Journal
Maintaining Fluency	• **(F)** Read familiar kindergarten-level texts at the emergent level.	Literary and Informational Text HQ2 Continuum	Guided Reading Notes Reading Conferring Notes
	• **(C,F)** Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts.	Literary and Informational Text HQ2 Continuum	Guided Reading Notes Oral Response & Retelling Reading Conferring Notes
	• **(C,F)** Read voluntarily familiar kindergarten-level texts.	Literary and Informational Text HQ2 Continuum	Oral Response & Retelling Guided Reading Notes
	• **(F)** Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are).	Literary and Informational Text HQ2 Continuum Magnetic Letters (mix & fix) High Frequency Words Highlighting Tape Word Wall	PALS (High Frequency Words) Centers
	• **(F)** Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are).	Magnetic Letters (mix & fix) High Frequency Words Highlighting Tape Word Wall	PALS (High Frequency Words) Centers
Adjusting			
Solving Words	• **(PA)** Categorize the word in a set of three or four words that has a different sound ("Which word doesn't belong: *doll, dish, pill*?").	Literary and Informational Text HQ2 Continuum Pocket Chart Picture Card Sort	PALS (Phonemic Awareness) Centers
	• **(PA)** Identify the syllables in spoken words.	Literary and Informational Text HQ2 Continuum	Observational Checklist PALS – Phonemic Awareness

		Picture Cards Pocket Chart	
	• **(PA)** Recognize and name automatically all uppercase and lowercase manuscript letters.	Literary and Informational Text HQ2 Continuum Letter Cards Magnetic Letters Alphabet Linking Chart	PALS (Letter/Sound Recognition) Centers
	• **(P)** Recognize that individual letters have associated sounds.	Literary and Informational Text HQ2 Continuum Elkonin Boxes Letter/Picture Cards Magnetic Letters Alphabet Linking Chart	PALS (Letter ID & Sounds) Observational Checklist Centers PALS - Dictation
	• **(P)** Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.	Literary and Informational Text HQ2 Continuum Elkonin Boxes Letter/Picture Cards Magnetic Letters Alphabet Linking Chart	PALS – Concepts About Print Guided Reading Notes Centers
	• **(P)** Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: */b/i/g/*.	Literary and Informational Text HQ2 Continuum Elkonin Boxes & Counters	PALS (Phonemic Awareness) Centers
Monitoring & Correcting	• **(F)** Track print by pointing to written words when texts are read aloud by self or others.	Literary and Informational Text HW2 Continuum	PALS (Concepts About Print) BAS Guided Reading Notes Observational Checklist
<u>Thinking Beyond Text</u>			
Predicting	• **(C)** Predict what could happen next or the	Literary and Informational Text	Guided Reading Notes

	outcome of a story or article read aloud.	HQ2 Continuum Prediction T-Chart	Oral Response & Retelling Graphic Organizer 4
Making Connections	• Connect information from personal experiences to information from nonfiction texts, with assistance.	Literary and Informational Text HQ2 Continuum Connection T-Chart	Guided Reading Notes
	• Compare stories from personal experience with stories heard.	Literary and Informational Text HQ2 Continuum Comparative T-Chart	Guided Reading Notes Graphic Organizer 8
Inferring	• **(C)** Interpret information represented in simple charts and webs.	Literary and Informational Text HQ2 Continuum Simple Charts & Webs	Graphic Organizers 1-9
	• **(C)** Use illustrations to assist in understanding the content of a text and to anticipate what will happen next.	Literary and Informational Text HQ2 Continuum	Guided Reading Notes
Synthesizing	• **(C)** Draw on a prior experience to understand new data, facts, and ideas.	Literary and Informational Text HQ2 Continuum Graphic Organizers (KWL)	Oral Response & Retelling Reading Response Journal
Thinking About Text			
Analyzing	• **(C)** Distinguish between real and imaginary stories.	Literary and Informational Text HQ2 Continuum	Guided Reading Notes Graphic Organizer 8
	• **(C)** Understand the purpose of print is to communicate.	Literary and Informational Text HQ2 Continuum	Concepts About Print BAS Guided Reading Notes
	• **(C)** Identify the parts of a book and their functions (e.g., front cover, back cover,	Literary and Informational Text HQ2	Concepts About Print Guided Reading Notes

	and title page).	Continuum	
	• **(C,F)** Show familiarity with some book titles and authors.	Literary and Informational Text HQ2 Continuum	Reading Response Journal Oral Response & Retelling Observational Checklist
Critiquing	• Form an opinion or evaluate information on the basis of information in the world.	Literary and Informational Text HQ2 Continuum Author Study Chart (Handbook)	Observational Notes Guided Reading Notes
	• Express feelings about a work of fiction or poetry.	Literary and Informational Text HQ2 Continuum Story Event/My Feelings T-Chart	Observational Notes Guided Reading Notes Graphic Organizers 1-9
WRITING **<u>Craft (Traits)</u>** *Organization* *Idea Development* *Language Use* *Word Choice* *Voice* *Convention*	• Draw pictures to record facts from a lesson, with assistance.	Handbook (Mini-Lessons) Paper & Markers – Science Predict – Picture Clues	Writing Samples Writing Conference Notes Middletown Writing Rubric Reading Response Journal
	• Informational writings and drawings, with assistance.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric Graphic Organizers 1-9
	• Writings and drawings that express opinions and judgments (persuasive), with assistance.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric Graphic Organizers 1-9
	• Draw and/or write to express opinions and judgments to share what they know and have learned about a theme or topic.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric Readers Response Journal Graphic Organizer 8
	• Use graphics such as posters to	Handbook (Mini-Lessons)	Writing Samples

	communicate information from personal experiences.		Writing Conference Notes Middletown Writing Rubric
	• Dictate stories with a beginning, middle, and end.	Handbook (Mini-Lessons) Sequencing Chart	Writing Samples Writing Conference Notes Middletown Writing Rubric Graphic Organizers 1, 2, 4
	• Writings and drawings for social interaction, with assistance.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric Reading Response Journal Centers
	• Use spacing between letters and words when writing on a line.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric PALS (Dictation/Writing/Editing)
	• Write voluntarily to communicate for different purposes.	Handbook (Mini-Lessons)	Writing Samples Writing Conference Notes Middletown Writing Rubric Reading Response Journal Centers
LISTENING & SPEAKING *Listening & Understanding* *Social Interaction* *Extended Discussion* *Content*	• Listen to literary texts and performances to identify specific people and places.	Handbook (Storytelling/Sharing)	Observational Checklist PALS-BAS Oral Response & Retelling Reading Response Journal
	• Acquire information from nonfiction text.	Literary and Informational Text HQ2	Observational Checklist PALS-BAS Oral Response & Retelling Reading Response Journal
	• Recall a sequence of events from personal experience or story.	Sequence Chart	Observational Checklist Graphic Organizers 4, 9

	• Listen attentively to spoken language	Books read aloud, rhyming words, songs, video and audio cassettes	Observational Checklists PALS (Dictation & Listening) Centers
	• Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information).	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Observational Checklist PALS-Listening
	• Understand and follow oral directions.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Observational Checklist PALS – Listening Oral Response & Retelling
	• Listen respectfully without interrupting others.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Observational Checklist
	• Respect the age, gender, and culture of the speaker.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Observational Checklist
	• Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Observational Checklist
	• Listen to literary texts and performances to distinguish between a story and a poem, with assistance.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text Graphic Organizer (T-Chart)	Observational Checklist Graphic Organizer 8
	• Compare stories from personal experience with stories heard.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text Graphic Organizer (Venn Diagram)	Observational Checklist Graphic Organizer 9 Reading Response Journal
	• Listen to and respond to myths, folktales and literature from the United States and international regions and cultures, including students' own.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	Guided Reading Notes Writing Conferences Observational Checklist Graphic Organizers 1-9 Oral Response & Retelling

			PALS – Listening Reading Response Journal
	• Apply self-monitoring and self-correcting strategies for language production, such as referring to illustrations, asking questions, starting over, rephrasing and exploring alternative ways of saying things.	Handbook (Storytelling/Sharing) HQ2 Literary and Informational Text	PALS (Speaking/Listening) Guided Reading Notes Writing Conference Observational Checklist PALS - BAS
	• Share cross-cultural experiences and ideas with others.	Handbook (Storytelling/Sharing)	Observational Checklist Oral Response & Retelling Writing Samples PALS (Listening/Speaking)
	• Speak audibly.	Handbook (Storytelling/Sharing)	PALS – Speaking Observational Checklist
	• Speak with speed and expression appropriate for the purpose.	Handbook (Storytelling/Sharing)	PALS - Speaking Observational Checklist
	• Take turns speaking in a group.	Handbook (Storytelling/Sharing)	PALS - Speaking Observational Checklist
	• Speak for different purposes (e.g., share ideas or information, retell a story, and dramatize and experience or event).	Handbook (Storytelling/Sharing)	PALS - Speaking Observational Checklist Oral Response & Retelling
	• Dictate stories with a beginning, middle, and end.	Handbook (Storytelling/Sharing) Handbook (Mini-Lessons)	Observational Checklist
	• Use kindergarten-level vocabulary and grammar in own speech.	Handbook (Storytelling/Sharing)	PALS - Speaking Observational Checklist Oral Response & Retelling
	• Retell more than one piece of information in sequence.	Handbook (Storytelling/Sharing) Handbook (Mini-Lessons)	Observational Checklist Graphic Organizers 4, 9

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HQ2	Literature & Informational		Compass Learning & Science Resources
– Warthogs in the Kitchen – Big Book of Rhymes – We Go – I Nap – Tap, Tap, Tap – 1, 2 Buckle My Shoe – The Cat & The Fiddle – Down By The Bay – Off We Go! – Jack and Jill – Big Book of Rhymes – The Park – Sit On My Chair – My Pig – Pop-Pop – Play Cake – Too Little – The More We Get Together – The Mulberry Bush – Does a Kangaroo Have a Mother Too? – I Have, You Have Soup – The Dig – Teddy Bear, Teddy Bear – Bingo – Mary Had a Little Lamb – Lil's Big Day – Where Do Pigs Play – A Dog Has Pups	– Five Little Monkeys – What Did You Put In Your Pocket? – The Terrible Tragadabas – Emily's House – Aiken Drum – The Crayon Box That Talked – I Took My Frog To The Library – Chicka Chicka Boom Boom – We Hide, You Seek – The Perfect Pet – Alfonse, Where Are You? – I Went Walking – The Three Pigs – Clap Your Hands – Goodnight, Gorilla – Look, Look, Look – Tuesday – Picnic – Monkey See, Monkey Do – Let's Go, Froggy! – The Three Bears – Grandfather and I – The Three Little Pigs – Jamaica's Find – City Cats, Country Cats – Little Elephant	– A Birthday Basket for Tia – Dear Juno – Do You Want to Be My Friend? – A Boy, A Dog, and A Frog – We Are Playing – Pancakes for Breakfast – Goodnight Moon – Look What I Can Do – Just Like Daddy – Henry – We Eat Rice – Snazzy Aunties – Best Friends – Lucky Song – The Three Billy-Goats – Gruff – Chicken Forgets – The Town Mouse & The Country Mouse – Five Little Pigs – Are You There Baby Bear? – A Time for Playing – They Hungry Fox – Look! Now Look! – Curley and Cherries – Are You My Mother? – Hiccup – Catch That Cat!	CL: Fantasy & Reality CL: Sequencing CL: Word Analysis S: Predict – Chapter 4 "Our Land, Water, and Air" S: Picture Clues – Chapter 3 "Plants and Animals All Around