# GRADE KINDERGARTEN ELA
## MARKING PERIOD 4

| **Key Terms for Students** | | **Genres** | **Key to Essential Components of Reading:** |
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| Greetings<br>Closings<br>Jingles<br>Capitalization<br>Revise | Criteria<br>Point-of-View<br>Punctuation<br>Edit | Informational<br>Opinion | **PA** Phonemic Awareness<br>**P** Phonics<br>**V** Vocabulary Development<br>**F** Fluency<br>**C** Comprehension Strategies |

| | PERFORMANCE INDICATORS | RESOURCES | ASSESSMENTS |
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| **READING** | | | |
| **Strategic Actions**<br>**<u>Thinking Within Text</u>**<br>*Searching for and Using Information* | • Acquire information from nonfiction text. | Lit. & Informational Text<br>HQ4<br>Continuum | Guided Reading Notes<br>PALS<br>Benchmark Assessment System |
| | • Listen to literary texts and performances to respond to vivid language (e.g., nonsense words and rhymes). | Lit. & Informational Text<br>HQ4<br>Continuum | PALS<br>Benchmark Assessment System |
| | • **(V)** Learn the meaning of new words and use them in own speech. | Lit. & Informational Text<br>HQ4<br>Continuum | PALS<br>Speaking Rubric<br>Observational Checklist<br>Oral Response & Oral Retelling |
| *Summarizing* | • **(C)** Comprehend and respond to literary texts and performances. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Reading Response Journal | Graphic Organizers<br>Oral Response & Oral Retelling<br>Independent Reading Conferring Notes<br>Reading Conferring Notes |
| *Maintaining Fluency* | • **(F)** Read familiar kindergarten-level texts at the emergent level. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Reading Response Journal | Guided Reading Notes<br>Independent Reading Conferring Notes<br>Reading Conferring Notes |
| | • **(C,F)** Show interest in reading a range of | Lit. & Informational Text | Guided Reading Notes |

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| | kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts. | HQ4<br>Continuum<br>Reading Response Journal | Independent Reading Conferring Notes<br>Reading Conferring Notes<br>Oral Response & Oral Retelling |
| | • **(C,F)** Read voluntarily familiar kindergarten-level texts. | Lit. & Informational Text<br>HQ4<br>Continuum | Oral response & Oral Retelling<br>Guided Reading Notes |
| | • **(PA)** Recognize and name automatically all uppercase and lowercase manuscript letters. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Compass Learning<br>Magnetic Letters | PALS – Letter Sound Recognition, CAP, Dictation, Editing |
| *Adjusting* | • Slow down to problem solve words and resume reading with momentum. | Lit & Info<br>HQ2 | Running Records<br>Benchmark Assessment System |
| *Solving Words* | • **(PA)** Substitute one phoneme for another to make a new word ("The word is *rug*. Change */g/* to */n/*. What is the new word?") | Lit. & Informational Text<br>HQ4<br>Continuum<br>Elkonin Boxes<br>Magnetic Letters | PALS – Phonemic Awareness<br>Observational Checklist |
| | • **(P)** Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Elkonin Boxes<br>Magnetic Letters | PALS - Concepts About Print<br>Guided Reading Notes |
| | • **(F)** Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are). | Lit. & Informational Text<br>HQ4<br>Continuum<br>Compass Learning<br>Reading Response Journal | PALS - High Frequency Words<br>Benchmark Assessment System<br>Guided Reading Notes<br>Independent Reading Conferring Notes |
| | • **(P)** Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: */b/i/g/*. | Lit. & Informational Text<br>HQ4<br>Continuum | PALS – Phonemic Awareness |

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| | | Elkonin Boxes<br>Magnetic Letters | |
| *Monitoring & Correcting* | • **(F)** Track print by pointing to written words when texts are read aloud by self or others. | Lit. & Informational Text<br>HQ4<br>Continuum | PALS – Concepts About Print<br>Guided Reading Notes<br>Benchmark Assessment System<br>Observational Checklist |
| **Thinking Beyond Text** | | | |
| *Predicting* | | Lit. & Informational Text<br>HQ4<br>Continuum | |
| *Making Connections* | • **(V,C)** Connect vocabulary and life experiences to ideas in books. | Lit. & Informational Text<br>HQ4<br>Continuum<br>T-Chart | Oral Response & Oral Retelling<br>PALS<br>Benchmark Assessment System |
| | • Identify similarities in information about people, places, and events. | Lit. & Informational Text<br>HQ4<br>Continuum<br>T-Chart | T-Chart<br>Reading Conferring Notes<br>Independent Reading Conferring Notes<br>Guided Reading Notes<br>Oral Response & Oral Retelling |
| | • Compare characters or events in two or more stories. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Venn Diagram<br>T-Chart | Venn Diagram<br>T-Chart<br>Oral Response & Oral Retelling |
| *Inferring* | • Explain why two different characters view an event differently. | Lit. & Informational Text<br>HQ4<br>Continuum | Oral Response & Oral Retelling |
| *Synthesizing* | | | |
| **Thinking About Text** | | | |

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| *Analyzing* | • **(C)** Change the sequence of events in a story to create a different ending, with assistance. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Sequence Chart | Sequence Chart<br>Oral Response & Oral Retelling |
| | • Listen to literary texts and performances to distinguish between a story and a poem, with assistance. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Handbook (mini-lessons) | Observational Notes<br>Reading Conferring Notes<br>Independent Reading Conferring Notes<br>Oral Response & Oral Retelling |
| | • **(C)** Understand the purpose of print is to communicate. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Handbook (mini-lessons) | PALS – Concepts About Print<br>PALS - BAS<br>Guided Reading Notes |
| | • **(C,F)** Show familiarity with some book titles and authors. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Handbook (mini-lessons) | Reading Conferring Notes<br>Observational Notes<br>Oral Response & Oral Retelling |
| *Critiquing* | • **(C)** Form an opinion about the differences between events in a story and events in own life. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Handbook (mini-lessons) | Guided Reading Notes<br>PALS<br>Benchmark Assessment System<br>Independent Reading Conferring Notes<br>Reading Conferring Notes |
| | • Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary to judge books. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Middletown Writing Rubric | Middletown Writing Rubric<br>Graphic Organizers 1-9 |
| | • Express an opinion about the color, form, and style of illustrations. | Lit. & Informational Text<br>HQ4<br>Continuum | Oral Response & Oral Retelling<br>Reading Conferring Notes<br>Independent Reading Conferring Notes<br>Graphic Organizer 9 |

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| | • Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story. | Lit. & Informational Text<br>HQ4<br>Continuum | Oral Response & Oral Retelling<br>Observational Checklist |
| **WRITING**<br>*Organization*<br>*Idea Development*<br>*Language Use*<br>*Word Choice*<br>*Voice*<br>*Conventions* | • Draw and/or write to express opinions and imaginary judgments to describe differences between real and imaginary experiences, with assistance. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Graphic Organizer 8<br>Writing Conference Notes<br>Middletown Writing Rubric |
| | • Writings and drawings in response to literature, with assistance. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Sample<br>Graphic Organizers 1-9<br>Reading Response Journal<br>Writing Conference Notes<br>Middletown Writing Rubric |
| | • Describe familiar persons, places, or objects. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Writing Conference Notes<br>Middletown Writing Rubric<br>Oral Discussion & Oral Retelling |
| | • Informational writings and drawings, with assistance. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Graphic Organizers 1-9<br>Writing Conference Notes<br>Middletown Writing Rubric |
| | • Poetry, with assistance. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Writing Conference Notes<br>Middletown Writing Rubric |
| | • Writings and drawings that express opinions and judgments (persuasive), with assistance. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Graphic Organizers 1-9<br>Reading Response Journal<br>Writing Conference Notes<br>Middletown Writing Rubric |
| | • Write compositions that include letters or words and drawing to communicate for different purposes (e.g., tell stories, | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Writing Conference Notes |

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| | communicate feelings, and provide information). | | Middletown Writing Rubric<br>Reading Response Journal<br>Centers |
| | • Write voluntarily to communicate for different purposes. | Middletown Writing Rubric<br>Writing Samples<br>LIA Handbook (mini-lessons) | Writing Samples<br>Writing Conference Notes<br>Middletown Writing Rubric<br>Reading Response Journal<br>Centers |
| | • **(V,C)** Recognize the vocabulary and writing conventions (e.g., greetings and closings of social communication), with assistance. | Lit. & Informational Text<br>HQ4<br>Continuum | PALS - Writing |
| | • Draw and/or write to express opinions and judgments to compare characters and settings within and between stories. | Lit. & Informational Text<br>HQ4<br>Continuum<br>Venn Diagram<br>Reading Response Journal | Venn Diagram<br>Reading Response Journal<br>Graphic Organizer 8 |
| **LISTENING & SPEAKING**<br>*Listening & Understanding*<br>*Social Interaction*<br>*Extended Discussion*<br>*Content*<br>*Presentation*<br>*Voice*<br>*Conventions* | • Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video and audio cassettes). | Compass Learning<br>Lit. & Informational Text | Observational Checklists<br>Centers<br>PALS – (Listening/Dictation) |
| | • Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information). | Handbook (storytelling/sharing)<br>Compass Learning<br>HQ4<br>Lit. & Informational Text<br>Science | PALS – Listening Rubric<br>Observational Checklist |
| | • Listen respectfully without interrupting others. | Handbook (storytelling/sharing)<br>Compass Learning<br>HQ4<br>Lit. & Informational Text<br>Science | Observational Checklists |
| | • Respect the age, gender, and culture of the speaker. | Handbook (storytelling/sharing)<br>Compass Learning | Observational Checklists |

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| | | HQ4<br>Lit. & Informational Text<br>Science | |
| | • Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. | Handbook (storytelling/sharing)<br>Compass Learning<br>HQ4<br>Lit. & Informational Text<br>Science | Observational Checklists |
| | • Listen to and respond to myths, folktales and literature from the United States and international regions and cultures, including students' own. | Handbook (storytelling/sharing)<br>Compass Learning<br>HQ4<br>Lit. & Informational Text | PALS – Listening Rubric<br>Guided Reading<br>Observational Checklist<br>Reading Response Journal<br>Guided Reading Notes<br>Oral Response & Retelling<br>Graphic Organizers 1-9<br>Writing Conferences |
| | • 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. | LIA Handbook (storytelling/sharing & mini-lessons) | PALS – Listening/Speaking Rubric<br>Guided Reading Notes<br>Observational Checklist<br>Writing Conference<br>BAS |
| | • Share cross-cultural experiences and ideas with others. | Handbook (storytelling/sharing) | PALS – Listening/Speaking Rubric<br>Oral Response & Retelling<br>Observational Checklist<br>Writing Samples |
| | • Speak audibly. | Handbook (storytelling/sharing) | PALS – Speaking Rubric<br>Observational Checklist |
| | • Speak with speed and expression appropriate for the purpose. | Handbook (storytelling/sharing) | PALS – Speaking Rubric<br>Observational Checklist |
| | • Take turns speaking in a group. | Handbook (storytelling/sharing) | PALS – Speaking Rubric |

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| | | | 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 Rubric<br>Observational Checklist<br>Oral Response & Retelling |
| | • Use kindergarten-level vocabulary and grammar in own speech. | HQ4<br>Lit. & Informational Text<br>Compass Learning | PALS – Speaking Rubric<br>Observational Checklist |

# GRADE KINDERGARTEN ELA
# MARKING PERIOD 4

| HQ4 | Literature & Informational | | Compass Learning & Science Resources |
|---|---|---|---|
| – The Big Yellow Bus<br>– Big Book of Rhymes<br>– Is It For Me?<br>– We Can Fix It<br>– A Hat I Like<br>– Mother, Mother, I Want Another<br>– Jamaica's Find<br>– Franklin In The Dark<br>– The Town Mouse and the Country Mouse<br>– This Is The Way We Go To School<br>– Stone Soup<br>– Little Cat, Big Cat<br>– But I Can<br>– Up, Up, Up<br>– Up the Hill<br>– Float on the Boat<br>– Silly Pig<br>– Bear in There<br>– Henny Penny<br>– Chicken Forgets<br>– Blame<br>– Splash in the Ocean!<br>– Is It a Fish?<br>– It Is Fun<br>– A Bug Can Tug<br>– Sid Hid<br>– In a Sub<br>– At the Beach<br>– Dive in the Ocean<br>– The Best Boat<br>– A House by the Sea<br>– There's a Hole in the Middle of the Sea | – Career Day<br>– Guess Who?<br>– Neighborhood Friends<br>– A Fire Bell Rings<br>– Lots of Jobs<br>– Who Uses This?<br>– Who's Hat?<br>– Construction Zone<br>– Going Shopping<br>– I Am Lost!<br>– The Cow in the House<br>– One Hole in the Road<br>– I Shop With Daddy<br>– Mouse Around<br>– Snowball Fight<br>– Let's Go, Teddy Bear<br>– In the Town<br>– Five Little Ducks<br>– Come Along, Daisy!<br>– What's What?<br>– Exactly the Opposite<br>– Red Leaf, Yellow Leaf<br>– Flora McDonnell's ABC<br>– Footprints in the Snow<br>– Footprints in the Sand<br>– Rosie's Walk<br>– I Like Stars | – Black and White<br>– I Am An Explorer<br>– Hi, Clouds<br>– What a Dog!<br>– How Many Fish?<br>– Beach Play<br>– One Fish, Two Fish, Red Fish, Blue Fish<br>– The One Seal<br>– On My Beach There Are Many Pebbles<br>– Five Silly Fisherman<br>– Puffins Climb, Penguins Rhyme<br>– Beach<br>– An Ocean World<br>– I Spy An Octopus<br>– Barney's Treasure Hunt<br>– Sea Shapes<br>– Fish Faces<br>– Swimmy | CL: High Frequency<br><br>S: Alike and Different – Chapter 9<br>"Day and Night"<br>S: Picture Clues – Chapter 10<br>"How Things Work"<br>S: Put Things In Order – Chapter 8<br>"How Things Move" |