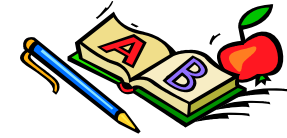
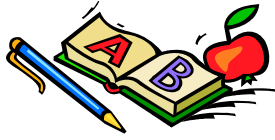


2009 Kindergarten ELA Curriculum Map  
Mohonasen Central School District

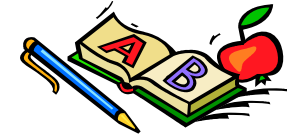


Time Frame	Standards & Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
September	Students will distinguish between print and pictures, letters and words, locate parts of books, create drawings or other graphics to represent words or concepts, speak to share information, dramatize stories, express opinions and make judgments about readings, and recognize own name.	<p>What does it look like to be a reader?</p> <p>What do I know about letters and sounds?</p> <p>How does identifying rhyme help me as a reader?</p>	<ul style="list-style-type: none"> <li>-First name writing (Zaner-Bloser)</li> <li>-Exploration of print</li> <li>-Model proper use of writing utensils</li> <li>-Express ideas and information through illustrations</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self connections</li> <li>-Discuss story details</li> <li>-Picture walks</li> </ul>	<ul style="list-style-type: none"> <li>-Join in reading of shared reading books and interactive read-alouds.</li> <li>-Model voice to print, reading behaviors and using picture cues.</li> <li>-Book Concepts: cover, title, author, illustrator</li> <li>-Concepts of Print: letters, words, spaces, sentences</li> <li>-Listening skills</li> <li>-Following directions</li> <li>-Rhyming</li> <li>-Beginning sounds</li> <li>-Letter Study: Introduction to upper and lower case letters and the corresponding sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall with names, colors, days of the week.</li> <li>-Identify word boundaries and first and last letter.</li> <li>-Reading environmental print.</li> <li>-Identify and complete rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>-PALS</li> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-K. Screening (Spring before entering kindergarten)</li> </ul>

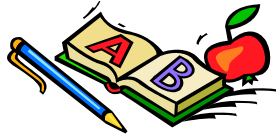
**Standard 1:** Students will read, write, listen, and speak for information. **Standard 2:** Students will read, write, listen, and speak for literary response and expression. **Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation. **Standard 4:** Students will read, write, listen, and speak for social interaction.



2009 Kindergarten ELA Curriculum Map  
Mohonasen Central School District

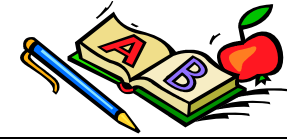


Time Frame	Standards & Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
<b>O C t o b e r</b>	Students will distinguish between print and pictures, letters and words, locate parts of books, create drawings or other graphics to represent words or concepts, speak to share information, dramatize stories, express opinions and make judgments about readings, and recognize own name.	<p>What does it look like to be a reader?</p> <p>What do I know about letters and sounds?</p> <p>How do letters help me to become a reader?</p> <p>How do pictures and words go together to help me be a reader?</p>	<p>-First name writing (Zaner-Bloser)</p> <p>-Exploration of print</p> <p>-Model proper use of writing utensils</p> <p>-Express ideas and information through illustrations</p> <p>-Model correct Zaner-Bloser letter formation</p> <p>-Practice writing of upper and lower case letters and sight words as introduced</p> <p>-Generate illustrations that begin with letters introduced</p>	<p>-Text-to-self connections</p> <p>-Discuss story details</p> <p>-Picture walks</p> <p>-Use of picture cues to help understand the story</p> <p>-Introduction to making predictions</p>	<p>-Join in reading of shared reading books and interactive read-alouds.</p> <p>-Model voice to print, reading behaviors and using picture cues.</p> <p>-Book Concepts: cover, title, author, illustrator</p> <p>-Concepts of Print: letters, words, spaces, sentences</p> <p>-Listening and speaking skills</p> <p>-Following directions</p> <p>-Rhyming</p> <p>-Model left to write progression and tracking print</p> <p>-Letter &amp; Sound Study: Mm, Ss, Ff, Tt, Aa, Ii, Bb, Cc</p> <p>-Generate words that begin with the letters introduced</p>	<p>-Build word wall adding sight words as presented.</p> <p>-Identify word boundaries and first and last letter.</p> <p>-Read environmental print.</p> <p>-Identify and complete rhymes.</p> <p>-Sight Word Study: my, stop, for, to, a, and, is, I, be, can</p>	-Observation of reading and writing behaviors and illustrations



## 2009 Kindergarten ELA Curriculum Map

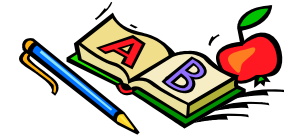
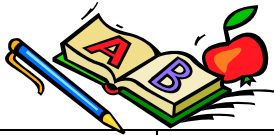
### Mohonasen Central School District



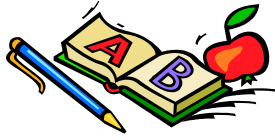
Time Frame	Standards And Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
N O V E M B E R	Students will distinguish between print and pictures, letters and words, locate parts of books, create drawings or other graphics to represent words or concepts, speak to share information, dramatize stories, express opinions and make judgments about readings, and recognize own name.	<p>What is our purpose for reading this piece?</p> <p>How do the title, cover and pictures help us to build meaning and make predictions?</p>	<ul style="list-style-type: none"> <li>-First name writing (Zaner-Bloser)</li> <li>-Exploration of print</li> <li>-Model proper use of writing utensils</li> <li>-Express ideas and information through illustrations</li> <li>-Model correct Zaner-Bloser letter formation</li> <li>-Practice writing upper and lower case letters and sight words as introduced</li> <li>-Generate illustrations that begin with letters introduced</li> <li>-Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self connections</li> <li>-Discuss story details</li> <li>-Picture walks</li> <li>-Use of picture cues to help understand the story</li> <li>-Making predictions</li> <li>-Monitor for meaning</li> <li>-Sequence/Retell story events</li> </ul>	<ul style="list-style-type: none"> <li>-Join in reading of shared reading books &amp; interactive read-alouds.</li> <li>-Retell a story after hearing it.</li> <li>-Concepts of Print: letters, words, spaces, sentences</li> <li>-Listening skills</li> <li>-Speaking in a complete sentence</li> <li>-Following directions</li> <li>-Model left to write progression and tracking print</li> <li>-Letter &amp; Sound Study: Kk, Ll, Nn, Oo, Rr, Dd, Gg, Hh</li> <li>-Generate words that begin with the letters introduced</li> <li>-Locate letters in text</li> <li>-Begin to segment words and blend sounds to read words</li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall adding sight words as presented.</li> <li>-Read environmental print.</li> <li>-Sight Word Study: all, the, no, on, said, in, it, go, he</li> <li>-Identify sight words in isolation and in text</li> <li>-introduce –at phonogram (blend beginning sound (onset) with ending sound (rime) to form know words in rhyming word families)</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-Participation in group discussions</li> <li>-November ELA Assessment #1</li> <li>-Writing Sample #1 (Thanksgiving Letter)</li> </ul> <p><b>**Note:</b> Please use Project Read vowel hand signals when teaching the short vowel sounds.</p>

# 2009 Kindergarten ELA Curriculum Map

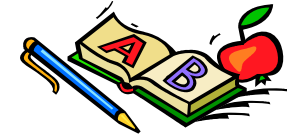
## Mohonasen Central School District



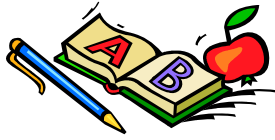
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
<p style="font-size: 2em; text-align: center;">D C E C E E C E C E</p>	<p>Students will:</p> <p>engage in pre-reading activities to determine what they know, want to know and have learned (KWL process) about a specific story, theme or topic, point to words in a text or on a chart when read aloud, matching spoken word to print.</p>	<p>What is our purpose for reading this piece?</p> <p>How do the title, cover and pictures help us to build meaning and make predictions?</p>	<ul style="list-style-type: none"> <li>-Explore print</li> <li>-Express ideas and information through illustrations</li> <li>-Practice writing upper and lower case letters and sight words as introduced</li> <li>-Generate illustrations that begin with letters introduced</li> <li>-Begin to label pictures</li> <li>-Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self connections</li> <li>-Discuss story details</li> <li>-Picture walks</li> <li>-Use of picture cues to help understand the story</li> <li>-Make predictions</li> <li>-Monitor for meaning</li> <li>-Sequence/Retell story events</li> </ul>	<ul style="list-style-type: none"> <li>-Join in reading of shared reading books &amp; interactive read-alouds.</li> <li>-Retell a story after hearing it.</li> <li>-Listening skills</li> <li>-Speak in a complete sentence</li> <li>-Follow directions</li> <li>-Model left to write progression &amp; tracking print</li> <li>-Letter &amp; Sound Study: Pp, Ee, Jj, Qq, Uu, Vv, Yy</li> <li>-Generate words that begin with the letters introduced</li> <li>-Locate letters in text</li> <li>-Begin to segment words &amp; blend sounds to read words</li> <li>-Introduce the digraphs: ch, sh, th, wh</li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall adding sight words as presented.</li> <li>-Read environmental print.</li> <li>-Sight Word Study: me, she, his, they, but, that, you</li> <li>-Identify sight words in isolation and in text</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-Participation in group discussions</li> </ul>



2009 Kindergarten ELA Curriculum Map  
Mohonasen Central School District

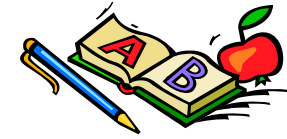


Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
<p style="writing-mode: vertical-rl; text-orientation: mixed; font-size: 2em; font-weight: bold;">Project</p>	<p>Students will:</p> <p>predict what could happen next or the outcome of a story or article, compare and contrast events or characters in a story with their own lives, take turns speaking in a group, share the process of writing with peers and adults.</p>	<p>How can you connect to a story or connect a story to another story?</p> <p>How do connections help you as a reader?</p> <p>How can the title, cover and pictures help us to build meaning?</p>	<ul style="list-style-type: none"> <li>-Make letter/sound matches in print</li> <li>-Spell sight words conventionally in writing</li> <li>-Practice writing upper and lower case letters and sight words as introduced</li> <li>-Generate illustrations that begin with letters introduced</li> <li>-Label pictures</li> <li>-Model spelling words as they sound</li> <li>-Model sentence writing</li> <li>-Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self and text-to-text connections</li> <li>-Monitor for meaning</li> <li>-Picture walks</li> <li>-Use of picture cues to help understand the story</li> <li>-Make predictions</li> <li>-Real vs. make-believe</li> <li>-Sequence/Retell story events</li> <li>-Identify beginning, middle, and end of story</li> <li>-Literary Elements: character, plot, setting</li> </ul>	<ul style="list-style-type: none"> <li>-Model using known sight words as anchors in print</li> <li>-Letter &amp; Sound Study: Ww, Xx, Zz (long and short vowel sounds)**</li> <li>-Generate words that begin with the letters introduced</li> <li>-Model using picture cues and first letter cues to decode unfamiliar words</li> <li>-Segment words &amp; blend sounds to read words</li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall adding sight words as presented.</li> <li>-Read environmental print.</li> <li>-Sight Word Study: was, of</li> <li>-Identify sight words in isolation and in text</li> <li>-Introduce -op and -in phonograms</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-Participation in group discussions</li> <li>-Running records as needed</li> <li>-Oral retell</li> <li>-January ELA Assessment #2</li> <li>-Writing Sample #2 (<u>The Jacket I Wear In the Snow</u>)</li> </ul> <p><b>**Note: Please use Project Read vowel hand signals when teaching the short vowel sounds.</b></p>

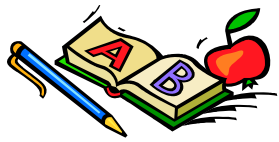


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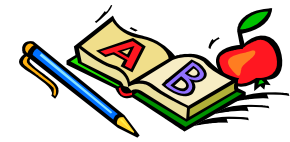
### Mohonasen Central School District



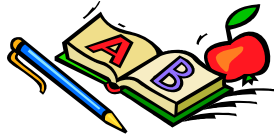
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
<b>F e b r u a r y</b>	<p>Students will:</p> <p>retell a story using words and pictures, write recognizable upper and lower case letters, listen and speak to respond to imaginative texts, and respond with expression appropriate to what is heard.</p>	<p>How can you connect to a story or connect a story to another story?</p> <p>How do connections help you as a reader?</p> <p>How can the title, cover and pictures help us to build meaning?</p>	<ul style="list-style-type: none"> <li>-Spell sight words conventionally in writing</li> <li>-Practice writing upper and lower case letters and sight words as introduced</li> <li>-Generate illustrations that begin with letters introduced</li> <li>-Label pictures</li> <li>-Begin to spell words as they sound</li> <li>-Model sentence writing</li> <li>-Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self and text-to-text connections</li> <li>-Monitor for meaning</li> <li>-Picture walks</li> <li>-Use picture cues to help understand the story</li> <li>-Make predictions</li> <li>-Sequence/Retell story events</li> <li>-Identify beginning, middle, and end of story</li> <li>-Literary Elements: character, plot, setting</li> </ul>	<ul style="list-style-type: none"> <li>-Model using known sight words as anchors in print</li> <li>-Letter &amp; Sound Study: Review all letters and sounds</li> <li>-Generate words that begin with the letters introduced</li> <li>-Model using picture cues and first letter cues to decode unfamiliar words</li> <li>-Segment words &amp; blend sounds to read words</li> <li>-Respond to literature</li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall adding sight words as presented.</li> <li>-Reading environmental print.</li> <li>-Sight Word Study: Review</li> <li>-Identify sight words in isolation and in text</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-Participation in group discussions</li> <li>-Running records</li> <li>-Oral retell</li> </ul>



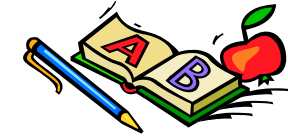
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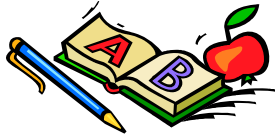
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
M a r c h	Students will:  predict what could happen next or the outcome of a story or article, compare and contrast events or characters in a story with their own lives, take turns speaking in a group, share the process of writing with peers and adults, use classroom resources (words walls, picture dictionaries, peers, teachers) to support the writing process.	Why do we read with a friend?  What does reading with a friend look like?  How does this story help me understand my world?  What did you learn?  How do features of non-fiction text help me to get information?	-Spell sight words conventionally in writing  -Practice writing upper and lower case letters and sight words as introduced  -Generate illustrations that begin with letters introduced  -Spell words as they sound  -Begin to write sentences  -Model and introduce writing conventions of capitalization and punctuation  -Interactive writing	-Text-to-self, text-to-text, and text-to-world connections  -Monitor for meaning  -Make predictions  -Identify beginning, middle, and end of story  -Literary Elements: character, plot, setting  -Features of Informational Texts: -index -table of contents -captions -photographs	-Letter and Sound Study: Review  -Generate words that begin with the letters introduced  -Use first letter and picture cues to decode words  -Track print using left to write progression  -Model and participate in buddy reading  -Segment words & blend sounds to read words  -Respond to literature  -Read for information using non-fiction texts  -Recognize initial, medial, and ending sounds in words	-Build word wall adding sight words as presented.  -Read environmental print.  -Sight Word Study: Review  -Identify sight words in isolation and in text  -introduce -ed phonogram  <b>**Note: Please use Project Read vowel hand signals when teaching the short vowel sounds.</b>	-Observation of reading and writing behaviors and illustrations  -Observation during guided reading  -Participation in group discussions  -Running records  -Oral retell  -March ELA Assessment #3  -Writing Sample #3: Nutrition



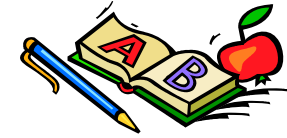
2009 Kindergarten ELA Curriculum Map  
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Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
<p style="font-size: 4em; font-family: cursive;">A p r i l</p>	<p>Students will:</p> <p>follow left to right and top to bottom direction when reading and writing, put words together in sentence format, recognize own name and the names of friends and family in print, dictate stories with a beginning, middle and end.</p>	<p>Why do we read with a friend?</p> <p>What does reading with a friend look like?</p> <p>How does this story help me understand my world?</p> <p>What did you learn?</p> <p>How do features of non-fiction text help me to get information?</p>	<p>-Spell sight words conventionally in writing</p> <p>-Practice writing of upper and lower case letters and sight words as introduced</p> <p>-Generate illustrations that begin with letters introduced</p> <p>-Spell words as they sound</p> <p>-Begin to write sentences</p> <p>-Model and introduce writing conventions of capitalization and punctuation</p> <p>-Interactive Writing</p>	<p>Text-to-self, text-to-text, and text-to-world connections</p> <p>-Monitor for meaning</p> <p>-Make predictions</p> <p>-Identify beginning, middle, and end of story</p> <p>-Literary Elements: character, plot, setting</p> <p>-Features of Informational Texts: -index -table of contents -captions -photographs</p>	<p>Letter and Sound Study: Review</p> <p>-Generate words that begin with the letters introduced</p> <p>-Use first letter and picture cues to decode words</p> <p>-Find little words in big words (chunking)</p> <p>-Track print using left to write progression</p> <p>-Model and participate in buddy reading</p> <p>-Segment words and blend sounds to read words</p> <p>-Respond to literature</p> <p>-Read for information using non-fiction texts</p> <p>-Recognize initial,</p>	<p>Build word wall, adding sight words as presented.</p> <p>-Sight Word Study: Review</p> <p>-Identify sight words in isolation and in text</p>	<p>Observation of reading and writing behaviors and illustrations</p> <p>-Observation during guided reading</p> <p>-Participation in group discussions</p> <p>-Running records</p> <p>-Oral retell</p> <p><b>**Note: Please use Project Read vowel hand signals when teaching the short vowel sounds.</b></p>



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Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Writing	Comprehension Strategies	Strategies & Skills	Word Study	Assessment
May / June	<p>Students will:</p> <p>I use classroom resources (words walls, picture dictionaries, peers, teachers) to support the writing process, read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis, write recognizable upper and lower case letters in manuscript.</p>	<p>How do I choose a "Just Right" book?</p> <p>What kinds of books do I like? Why do I like them?</p> <p>What do you do when it doesn't make sense?</p> <p>How do the letters and sounds that I learned help me to read and write?</p>	<ul style="list-style-type: none"> <li>-Spell sight words conventionally in writing</li> <li>-Spell words as they sound</li> <li>- Write simple sentences</li> <li>-Begin to use writing conventions of capitalization and punctuation</li> <li>-Use word wall as a resource to spell words</li> <li>-Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>-Text-to-self, text-to-text, and text-to-world connections</li> <li>-Monitor for meaning</li> <li>-Make predictions</li> <li>-Main Idea</li> <li>-Literary Elements: character, plot, setting</li> <li>-Compare and contrast</li> </ul> <p><b>**Note: Please use Project Read vowel hand signals when teaching the short vowel sounds.</b></p>	<ul style="list-style-type: none"> <li>-Letter &amp; Sound Study: Review</li> <li>-Track print using left to write progression</li> <li>-Segment words &amp; blend sounds to read words</li> <li>-Guided Reading Groups:               <ul style="list-style-type: none"> <li>-monitor for meaning</li> <li>-first letter cues</li> <li>-cross-checking</li> <li>-chunking</li> <li>-making predictions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Build word wall adding sight words as presented.</li> <li>-Sight Word Study: Review</li> <li>-Identify sight words in isolation and in text</li> <li>-Introduce -ug phonogram</li> <li>-Word family review: -at, -ed, -in, -op, -ug</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of reading and writing behaviors and illustrations</li> <li>-Observation during guided reading</li> <li>-Running records</li> <li>-PALS</li> <li>-May/June ELA Assessment #4</li> <li>-Writing Sample #4: Ecology</li> </ul>