

Kindergarten Language Arts Academic Calendar

2010-2011

Unit 1-All Together Now

		Get Ready to Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonological	Letter Recognition/ Phonics	High-Frequency Words	Comprehension	Writing	Convention	Speaking and Listening	Vocabulary Skill
Aug 9-13	<i>The Little School Bus</i> (Animal Fantasy)	-ways to get to school -travel with friends	How do children get to school?	<i>first, second, third, fourth, fifth, sixth</i>	Rhyming Words	Introduce Aa, Bb, Cc, Dd, Ee	<i>I am</i>	Character	Daily Writing	Say Our Names	-Listening -Following Directions	Words for Things We Wear <i>coat, hat, boots, gloves</i>
Aug 16-20	<i>Fix-It-Duck</i> (Animal Fantasy)	-help your family -help your friends	How do people help each other?	<i>repair, leak, steep, ladder, puddles, shed</i>	Syllables Sound Discrimination	Introduce Ff, Gg, Hh, Ii Jj, Kk, Ll, Mm, Nn	<i>I am</i>	-Setting -Character (R)	Daily Writing	-Write Our Names -Say Our Names (R)	Respond to Literature: Drama	Color Words <i>red, orange, purple, black</i>
Aug 23-27	<i>Plaidypus Lost</i> (Predictable Pattern)	-help at home -get help from your family	How do families cooperate?	<i>platypus, around, lost, found, market, groceries</i>	Initial Sounds Initial Sound Discrimination Syllables (R)	Introduce Oo, Pp, Qq, Rr, Ss	<i>little the</i>	-Character -Setting (R)	Daily Writing	-What We Look Like -Write Our Names (R)	Listen for Rhyme and Rhythm	Position Words <i>up, over, around, under</i>
Aug 30-Sept 3	<i>Miss Bindergarten Takes a Field Trip</i> (Animal Fantasy)	-work with other people -play with your friends	How do people in a community cooperate?	<i>bakery, post office, fire station, library, park, chaperone</i>	Initial Sounds Syllables (R)	-Introduce Tt, Uu, Vv, Ww, Xx, Yy, Zz Letter Names (R)	<i>little the</i>	-Classify and Categorize -Setting (R)	Daily Writing	-What We Can Do -What We Look Like (R)	Talking About Me	Shape Words <i>square, triangle, circle, oval</i>
*Sept 7-10	<i>Violet's Music</i> (Realistic Fiction)	-learn with your friends at school -play outside and inside	What do you like to do with your friends?	<i>drum, rattle, horn, saxophone, guitar, band</i>	Initial /m/ Initial Sounds (R)	/M/ Spelled Mm Letter Recognition (R)	<i>a to</i>	-Character and Setting -Classify and Categorize (R)	Daily Writing	-Nouns For People -What We Can Do (R)	Announcements/ Messages	Names of Musical Instruments <i>trumpet, piano, violin, flute</i>
Sept. 13-17	<i>Dig, Dig, Digging</i> (Concept Book)	-use machines at school -watch machines at work	How do machines help people work together?	<i>scooping, swooshing, squelching, gobbling, spinning, rumbling</i>	Initial /t/ Initial Mm (R)	/T/ Spelled Tt /M/ Spelled Mm (R)	<i>a to</i>	-Classify and Categorize -Setting (R)	Daily Writing	-Nouns for Places -Nouns for Things -Nouns for People (R)	Respond to Literature: Drama	Names of Machines <i>Crane, tractor, dump truck, road roller</i>
Standards	R1.0 Systematic vocabulary development R1.5 Distinguish letters from words R1.6 Recognize and name all uppercase and lower case letters of the alphabet R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/) R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g. VC, CV, CVC) R1.9 Blend vowel-consonant sounds orally to make words or syllables R1.10 Identify and produce rhyming words in response to an oral prompt R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.12 Track auditorily each word in a sentence and each syllable in a word R1.13 Count the number of sounds in syllables in words R1.14 Match all consonant and short-vowel sounds to appropriate letters						R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.3 Connect to life experiences the information and events in texts R2.4 Retell familiar stories R2.5 Ask and answer questions about essential elements of a text R3.3 Identify character, setting, and important events W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions LC1.1 Recognize and use complete, coherent sentences when speaking LS1.2 Share information and ideas, speaking audibly in complete, coherent, sentences LS2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions					

* denotes a holiday week

(R) denotes reviewed concepts

▲ denotes benchmark testing week

Kindergarten Language Arts Academic Calendar

2010-2011

Unit 2-Look at Us!

		Get Ready To Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonological/ Phonemic Awareness	Letter Recognition/ Phonics	High-Frequency Words	Comprehension	Writing and Conventions	Grammar	Speaking and Listening	Vocabulary Skill
Sept.20-24	<i>Flowers</i> (Informational Text)	-describe parts of flowers -describe what flowers do	How are flowers unique?	<i>seeds, fruits, buds, stem, bloom, petals</i>	Initial /a/ /t/ (R)	Short a Spelled Aa /t/ Spelled Tt (R)	<i>have is</i>	-Compare and Contrast -Classify and Categorize (R)	Daily Writing	-Nouns for More than One -Nouns for Places and Things (R)	Listen for Sequence	Names of Flowers <i>rose, daisy, tulip, carnation</i>
Sept 27-Oct 1	<i>Armadillo's Orange</i> (Animal Fantasy)	-animals that dig for food -animals that live underground	How do animals dig?	<i>armadillo, burrow, tortoise, rattlesnake, grubs, insects</i>	Initial /s/ /a/ (R)	/s/ Spelled Ss /a/ Spelled Aa(R)	<i>have is</i>	-Setting -Character (R)	Daily Writing	-Proper Nouns -Plural Nouns (R)	Listen for Directions	Names of Fruits <i>apple, grape, watermelon, pear</i>
▲*Oct 4-7	<i>Animal Babies in Grasslands</i> (Informational Text)	-identify grassland animals -care for baby animals -choose a favorite animal	Who lives in the grassland?	<i>calf, grassland, cub, pup, joey, foal</i>	Initial /p/ /s/ (R)	/p/ Spelled Pp /s/ Spelled Ss (R)	<i>we my like</i>	-Main Idea -Compare and Contrast (R)	Daily Writing	-Adjectives for Colors and Shapes -Proper Nouns (R)	Discussions	Names of Animal Babies <i>chick, colt, lamb, kitten</i>
*Oct. 12-15	<i>Bear Snores On</i> (Animal Fantasy)	-make a home in a cave -sleep in the winter	Where does a bear hibernate?	<i>sleep, winter, cave, woods, storm, blustery</i>	Initial /k/ /p/ (R)	/k/ Spelled Cc /s/ Spelled Ss (R)	<i>we my like</i>	-Realism and Fantasy -Setting (R)	Daily Writing	-Adjectives for Sizes and Numbers -Adjectives for Colors and Shapes (R)	Listen for Setting	Words for Places Animals Live <i>log, den, hole, tree</i>
Oct. 18-22	<i>A Bed For the Winter</i> (Informational Text)	-look for a home for winter -find a warm place to sleep	What kind of home does an animal need?	<i>nest, meadow, stump, tree, trunk, hive, den</i>	Initial /i/ /k/ (R)	Short i Spelled Ii /k/ Spelled Cc (R)	<i>he for</i>	-Sequence -Classify and Categorize (R)	Daily Writing	-Adjectives for Opposites -Adjectives for Numbers and Sizes (R)	Describe Nouns	Position Words <i>top, bottom, under, cover</i>
Oct. 25-29	<i>Do Goldfish Gallop?</i> (Informational Text)	-describe how animals move -describe animal bodies	How do animals move?	<i>gallop, splash, slither, wiggle, swish, sway</i>	Short i /k/ Cc (R)	/i/ Spelled Ii Short /i / Spelled Ii Review Sound Spellings	<i>he for</i>	-Realism and Fantasy -Classify and Categorize (R)	Daily Writing	-Adjectives -Adjectives for Opposites (R)	Listen for Plot	Movement Words <i>jump, skip, hop, climb</i>
Standards	R1.0 Systematic vocabulary development R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/) R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g. VC, CV, CVC) R1.9 Blend vowel-consonant sounds orally to make words or syllables R1.10 Identify and produce rhyming words in response to an oral prompt R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.14 Match all consonant and short-vowel sounds to appropriate letters R1.16 Understands that as letters change in a word, so do the sounds						R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.4 Retell familiar stories R2.5 Ask and answer questions about essential elements of a text R3.3 Identify character, setting, and important events W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions					

Kindergarten Language Arts Academic Calendar

2010-2011

Unit 3-Changes All Around Us

		Getting Ready To Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Writing and Conventions	Grammar	Speaking and Listening	Vocabulary Skill
Nov 1-5	<i>Half a World Away</i> (Realistic Fiction)	-moving to a new home -staying in touch with friends	What happens when a friend moves away?	<i>world, secrets, fence, yard, ocean, clouds</i>	Initial /n/ Initial /b/ Final /n/ and /b/ /i/ (R)	/n/ Spelled Nn /b/ Spelled Bb /i/ Spelled Ii (R)	<i>me with she</i>	-Cause and Effect -Main Idea (R)	Daily Writing	-Verbs -Adjectives	Respond to Literature: Drama	Words for Family Members <i>cousin, aunt, uncle, grandma</i>
Nov 8-12	<i>Little Quack</i> (Animal Fantasy)	-growing older and bigger -trying new things	What new things can you do as you get older?	<i>duckling, pond, paddle, plunged, proud, brave</i>	Initial /r/ /b/ and /n/ (R)	/r/ Spelled Rr /b/ Spelled Bb (R) /n/ Spelled Nn (R)	<i>me with she</i>	-Plot -Character (R)	Daily Writing	-Verbs	Sequence	Words for Feelings <i>scared, nervous, excited, relieved</i>
Nov 15-19	<i>George Washington Visits</i> (Historical Fiction)	-show respect to important people -learn from George Washington	What can we learn from people who lived before us?	<i>celebration, sprinted, barn, blacksmith, arch, soldier</i>	Initial /d/ Initial /k/ /t/ (R)	/d/ Spelled Dd /k/ Spelled Kk /t/ Spelled Rr (R)	<i>see look</i>	-Cause and Effect -Compare and Contrast (R)	Daily Writing	-Verbs that Add -s -Verbs (R)	Reciting Rhymes	Words for Barn Animals <i>horse, chicken, pig, turkey</i>
*Nov 22-24	TEACHER CHOICE WEEK											
Nov- 29- Dec 3	<i>Farfallina and Marcel</i> (Animal Fantasy)	-play with your friends -describe feelings when things change	How do friendships change?	<i>goose, gosling, caterpillar, butterfly, reflection, cocoon</i>	Initial /f/ Final /f/ /d/ and /k/ (R)	/f/ Spelled Ff /d/ Spelled Dd (R) /k/ Spelled Kk (R)	<i>see look</i>	-Plot -Character (R)	Daily Writing	-Verbs for Now and the Past -Verbs that Add -s (R)	Oral Presentations	Words for Animal Body Coverings <i>feathers, shell, scales, quills</i>
Dec. 6-10	<i>Then and Now</i> (Informational Text)	-describe past and present schools -make work easier with modern machines	How are things from the past different from things from today?	<i>gears, headphones, webcams, handwritten, phonographs, newspapers</i>	Initial /o/ /f/ (R)	/o/ Spelled Oo /f/ Spelled Ff (R)	<i>they you of</i>	-Compare and Contrast -Main Idea (R)	Daily Writing	-Meaningful Word Groups -Verbs for Now and the Past (R)	Messages/Letters	Names of Things in a Classroom <i>desk, calendar, book, pencil</i>
*▲Dec. 13-17	<i>The Lion and the Mouse</i> (Fable)	-make a good friend -change a friendship	How can we change the way we feel?	<i>jungle, beasts, nibbling, snarled, trembling, tangled</i>	Initial /o/	/o/ Spelled Oo Sounds Spelled Bb, Nn, Rr, Dd, Kk, Ff (R)	<i>they you of</i>	-Main Idea -Plot (R)	Daily Writing	-Sentences -Meaningful Word Groups (R)	Asking and Answering Questions	Names of Animal Body Parts <i>tail, paws, legs, mouth</i>
Standards	R1.0 Systematic vocabulary development R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/) R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g. VC, CV, CVC) R1.9 Blend vowel-consonant sounds orally to make words or syllables R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.14 Match all consonant and short-vowel sounds to appropriate letters R1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle) R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.4 Retell familiar stories						R2.5 Ask and answer questions about essential elements of a text R3.3 Identify character, setting, and important events W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions LS1.2 Share information and ideas, speaking audibly in complete, coherent, sentences LS2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions LS2.2 Recite short poems, rhymes, and songs LS2.3 Relate an experience or creative story in a logical sequence					

Kindergarten Language Arts Academic Calendar

2010-2011

Unit 4-Let's Go Exploring

		Get Ready to Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Writing and Conventions	Grammar	Speaking and Listening	Vocabulary Skill
Jan. 6-14	<i>Bunny Day</i> (Animal Fantasy)	-adventures at school -adventures with your family	What adventures do you have throughout the day?	<i>chores, tidy, bustle, race, story, hungry</i>	Initial /h/ /o/ (R)	/h/ Spelled Hh /o/ Spelled Oo (R)	<i>do</i> <i>that</i> <i>are</i>	-Sequence -Compare and Contrast (R)	Daily Writing	-Subjects	Give Directions	Words for Breakfast Foods <i>eggs, toast, cereal, waffle</i>
*Jan. 18-21	<i>My Lucky Day</i> (Animal Fantasy)	-fun things to do -events on a lucky day	What adventures can you have on a lucky day?	<i>piglet, fox, lucky, filthy, cook, scrubber</i>	Initial /l/ /h/ (R)	/l/ Spelled Ll /h/ Spelled Hh	<i>do</i> <i>that</i> <i>are</i>	-Main Idea -Plot (R)	Daily Writing	-Predicates -Subjects (R)	Compare and Contrast	Words for Dinner Foods <i>sandwich, salad, spaghetti, stew</i>
*Jan. 24-28	<i>One Little Mouse</i> (Informational Text)	-live in the woodlands -describe animal houses	What adventures can animals have?	<i>woodland, nest, vale, hollow, comfortable, shadows</i>	Introduce Consonant Blends /l/ (R)	Consonant Blends /l/ Spelled Ll	<i>one</i> <i>two</i> <i>three</i> <i>four</i> <i>five</i>	-Sequence -Realism and Fantasy (R)	Daily Writing	-Complete Sentences -Predicates (R)	Retell a Story	Size Words <i>small, large, tall, short</i>
Jan. 31- Feb 4	<i>Goldilocks and the Three Bears</i> (Classic Tale)	-adventures at the Bears' house -describe your adventures	What kind of adventures can a little girl have?	<i>bears, porridge, cottage, big, middle-sized, small</i>	Initial /g/ Sounds for Blends (R)	/g/ Spelled Gg Spellings for Blends (R)	<i>one</i> <i>two</i> <i>three</i> <i>four</i> <i>five</i>	-Character/ Setting/Plot -Sequence (R)	Daily Writing	-Statements -Complete Sentences (R)	Discuss Authors and Illustrators	Words for Furniture <i>Bed, table, chair, dresser</i>
Feb. 7-11	<i>If You Could Go to Antarctica</i> (Informational Text)	-travel to Antarctica -take a winter adventure	What would it be like to take an adventure to the Antarctic?	<i>Antarctica, continent, icebergs, penguins, seals, whales</i>	Short e /g/ (R)	Short e Spelled Ee /g/ Spelled Gg (R)	<i>here</i> <i>go</i> <i>from</i>	-Classify and Categorize -Main Idea (R)	Daily Writing	-Uppercase Letters and Periods -Statements (R)	Listen for Story Elements: Character	Temperature Words <i>hot, cold, warm, freezing</i>
*Feb. 14-17	<i>Abuela</i> (Fantasy)	-compare the city to your home -travel to the city	What kind of adventure can you have in the city?	<i>abuela, adventure, flock, city, airport, harbor</i>	Short e /g/ (R)	Short e Spelled Ee /g/ Spelled Gg (R)	<i>here</i> <i>go</i> <i>from</i>	-Setting -Realism and Fantasy (R)	Daily Writing	-Pronoun I -Uppercase Letters and Periods (R)	Listen to Poems	Words for Things in the Sky <i>star, moon, planet, clouds</i>
Standards	R1.0 Systematic vocabulary development R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/)						R3.3 Identify character, setting, and important events					
	R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g. VC, CV, CVC) R1.10 Identify and produce rhyming words in response to an oral prompt R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.14 Match all consonant and short-vowel sounds to appropriate letters R1.16 Understands that as letters change in a word, so do the sounds R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.4 Retell familiar stories R2.5 Ask and answer questions about essential elements of a text						W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions LC1.1 Recognize and use complete, coherent sentences when speaking LC1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names LS1.0 Students listen and respond to oral communication. They speak in clear and coherent sentences LS1.2 Share information and ideas, speaking audibly in complete, coherent, sentences LS2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions LS2.3 Relate an experience or creative story in a logical sequence					

**Kindergarten Language Arts Academic
2010-2011
Unit 5-Going Places**

		Get Ready to Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Writing and Conventions	Conventions	Speaking and Listening	Vocabulary Skill
*Feb 22-25	<i>Max Takes the Train</i> (Animal Fantasy)	-learn about transportation -travel to the store	How many forms of transportation can you name?	<i>plane, jetway, subway, tunnel, ferryboat, sidecar</i>	Initial /j/ Initial /w/ /e/ (R)	/j/ Spelled Jj /w/ Spelled Ww /e/ Spelled Ee (R)	<i>yellow blue green</i>	- Realism and Fantasy -Plot: Beginning, Middle, and End (R)	Daily Writing	-Questions -Pronoun I (R)	Ask and Answer Questions	Form of Transportation <i>car, boat, truck, train</i>
Feb 28- Mar 4	<i>Mayday! Mayday!</i> (Informational Text)	-tell about the Coast Guard -describe emergency vehicles	What kinds of transportation help us move in an emergency?	<i>rescue, pilot, yacht, sailor, mechanic, shimmering</i>	Final /ks/ /h/ and /w/ (R)	/ks/ Spelled Xx /j/ Spelled Jj, /w/ Spelled Ww (R)	<i>yellow blue green</i>	-Cause and Effect -Sequence (R)	Daily Writing	-Questions Marks and Uppercase Letters -Questions (R)	Drama: Responding to Literature	People Who Help Us <i>police, firefighters, nurse, Coast Guard</i>
▲Mar 7-11	<i>Messenger, Messenger</i> (Rhyming Story)	-send messages and packages -watch mail carriers do their job	What kinds of transportation help people do their jobs?	<i>messenger, delivery, radios, pickup, escalator, eyeshades</i>	Initial /u/ /ks/ (R)	/u/ Spelled Uu /ks/ Spelled Xx (R)	<i>what said was</i>	-Compare and Contrast -Sequence (R)	Daily Writing	-Dates -Questions Marks and Capital Letters (R)	Discuss Literature	Words for Jobs <i>astronaut, writer, repairman, bike messenger</i>
▲Mar 21-25	<i>The Little Engine That Could</i> (Classic Fantasy)	-describe traveling by train -describe what trains can carry	What does a train need to get over a mountain?	<i>engine, tracks, passenger, roundhouse, mountain, valley</i>	Initial and Medial /u/ /u/ (R)	/u/ Spelled Uu Sounds Spelled Xx, Jj, Ww, Uu (R)	<i>what have was</i>	-Plot -Character (R)	Daily Writing	-Nouns -Dates (R)	Sequence	Names of Toys <i>ball, doll, stuffed animal, top</i>
Mar 28- Apr 1	<i>On the Move</i> (Informational Text)	-describe your favorite place to travel -describe traveling on water	How do people in different parts of the world travel?	<i>travel, kayak, llama, dogsled, double-decker, submarine, bus</i>	Initial /v/ and /z/ /u/ (R)	/v/ Spelled Vv, /z/ Spelled Zz /u/ Spelled Uu (R)	<i>where come</i>	-Draw Conclusions -Compare and Contrast (R)	Daily Writing	-Nouns in Sentences -Nouns (R)	Oral Presentation-Description	Geography Words <i>mountain, waterfall, desert, volcano</i>
Apr 4-8	<i>This is the Way We Go to School</i> (Fiction)	-learn how others get to school -describe ways to get to school	How do children around the world get to school?	<i>cable car, trolley, horse-and-buggy, skies, Metro line, vaporetto</i>	Initial /y/ and /kw/ /v/ and /z/ (R)	/y/ Spelled Yy, /kw/ Spelled Qu /v/ Spelled Vv, /z/ Spelled Zz	<i>where come</i>	-Draw Conclusions -Main Idea: Theme (R)	Daily Writing	-Verbs -Nouns in Sentences (R)	Discussing Plot	Words for Places to Live <i>farm, town, village, countryside</i>
Standards	R1.0 Systematic vocabulary development R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/) R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g. VC, CV, CVC) R1.9 Blend vowel-consonant sounds orally to make words or syllables R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.14 Match all consonant and short-vowel sounds to appropriate letters R1.15 Distinguish letters from words R1.16 Understand that as letters change, so do the sounds R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.3 Connect to life experiences the information and events in texts						R2.4 Retell familiar stories R2.5 Ask and answer questions about essential elements of a text R3.1 Distinguish fantasy from realistic text R3.3 Identify character, setting, and important events W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions LS1.2 Share information and ideas, speaking audibly in complete, coherent, sentences LS2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions LS2.3 Relate an experience or creative story in a logical sequence					

Kindergarten Language Arts Academic Calendar

2010-2011

Unit 6-Putting It Together

		Get Ready to Read						Read and Comprehend	Language Arts			
Dates	Book of the Week (Genre)	Concept/ Language Goals	Question of the Week	Amazing Words	Phonemic Awareness	Phonics	High-Frequency Words	Comprehension	Writing and Conventions	Conventions	Speaking and Listening	Vocabulary Skill
April 11-15	<i>Building with Dad</i> (Realistic Fiction)	-build with machines -use different materials	What do you need to build a school?	<i>groundbreaking, trenches, foundation, welding, waterproof, gleaming</i>	Initial and Medial /a/ and /i/ Consonants (R)	/a/ Spelled Aa /i/ Spelled Ii /y/ Spelled Yy (R) /kw/ Spelled Qu (R)	REVIEW	-Compare and Contrast -Draw Conclusions (R)	Daily Writing	-Verbs that Add -s -Verbs (R)	Recite Language	Names of Building Materials <i>wood, plastic, steel, cement</i>
*April 18-20	<i>Old MacDonaldd Had a Woodshop</i> (Animal Fantasy)	-use different tools -describe what to build from wood	What tools do you need to build things?	<i>saw, drill, hammer, screwdriver, file, chisel</i>	Initial and Medial /o/ /a/ and /i/ (R) Consonants (R)	/o/ Spelled Oo /a/ Spelled Aa (R) /i/ Spelled Ii (R)	REVIEW	-Character -Plot: Outcome/Solution (R)	Daily Writing	-Adjectives -Verbs that Add -s (R)	Listen for Fact and Opinion	Names of Farm Animals <i>sheep, cow, rooster, goat</i>
*April 27-29	<i>Building Beavers</i> (Informational Text)	-describe a beaver -build a beaver lodge	How do beavers build?	<i>beaver, lodge, paddle, river, stream, lake</i>	Initial and Medial /e/ /a/, /e/, /i/, /o/ (R) Consonants (R)	/e/ Spelled Ee Vowels Spelled Ee, Aa, Ii, Oo (R) Consonants (R)	REVIEW	-Main Idea -Cause and Effect (R)	Daily Writing	-Statements -Adjectives (R)	Interpreting Information	Words for Things Animals Use to Build <i>mud, sticks, grass, leaves</i>
May 2-6	<i>The Night Worker</i> (Realistic Fiction)	-describe jobs with big machines -tell about jobs at night	Who works at night?	<i>engineer, construction, foreman, hard hat, street sweeper, beacons</i>	Initial and Medial /u/ /e/ (R) Consonants (R)	/u/ Spelled Uu /e/ Spelled Ee (R)	REVIEW	-Plot -Draw Conclusions (R)	Daily Writing	-Questions -Statements (R)	Character	Construction Words <i>goggles, cement mixer, concrete, dirt</i>
May 9-13	<i>The House That Tony Lives In</i> (Fiction)	-describe an architect's job -tell what construction workers do	Who helps build a house?	<i>architect, electricians, plumbers, painters, landscapers, movers</i>	Initial, Medial and Final Sounds Isolate Sounds (R) Consonants (R)	Decode Words Decode Words (R)	REVIEW	-Setting -Realism/Fantasy (R)	Daily Writing	-Exclamations -Questions (R)	Book Reports	Words for Types of Homes <i>condominium, hut, igloo, tipi</i>
May 16-20	<i>Ants and Their Nests</i> (Expository Non- Fiction)	-describe an ant's nest -tell about safety	How do ants build?	<i>colony, underground, chambers, silk, twigs, pebbles</i>	Initial, Medial and Final Sounds Consonants (R)	Decode Words Decode Words (R)	REVIEW	-Draw Conclusions -Main Idea (R)	Daily Writing	-Complete Sentences -Exclamations (R)	Setting	Names of Insects <i>bee, wasp, cricket, beetle</i>
Standards	R1.0 Systematic vocabulary development R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f, s, th/, /j, d, j/) R1.9 Blend vowel-consonant sounds orally to make words or syllables R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds R1.14 Match all consonant and short-vowel sounds to appropriate letters R1.16 Understands that as letters change in a word, so do the sounds R1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods) R2.4 Retell familiar stories R2.5 Ask and answer questions about essential elements of a text R3.3 Identify character, setting, and important events						W1.1 Use letters and phonetically spelled words to write about experiences, stories, people, object, or events W1.3 Write by moving from left to right and from top to bottom W1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters LC1.0 Students write and speak with a command of standard English conventions LC1.1 Recognize and use complete, coherent sentences when speaking LC1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names LS1.2 Share information and ideas, speaking audibly in complete, coherent, sentences LS2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions LS2.2 Recite short poems, rhymes, and songs					

KINDERGARTEN ASSESSMENT
2010-2011

	Location	Frequency	Audience	Purpose
Baseline	CD Welcome to Kindergarten Teacher Manual	Once	Teachers	Grouping and Diagnosis
Unit	California Unit Assessments	End of each 6-week unit	Teacher	Assess Mastery
Quarter Benchmark	Quarter, Midyear, and End-of-Year Assessments (whole book)	Every 9 weeks Q1- Oct 4-7 Q2- Dec 13-17 Q3- March 7-11	District Teachers	District-Wide comparison planning and direction
Report Cards	District School Sites	Q1 – Oct 7 Q2 – Dec 17 Q3 – Mar 7 Q4 – May 26	District Teachers	Reporting to parents and administration
Progress Reports	District School Sites	Sept 3 2010 Nov 12 2010 Feb 4 2011 April 20 2011	District Teachers	Parent Teacher Communicates Student Progress