

Resurrection School: Curriculum Information Record

School Year _____

Grade: **Kindergarten**

Teacher _____

Content Area: **ELA - READING**

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|---------------------------|---|---|---|---|---------------------------|---------------------------|
| PHONEMIC AWARENESS | | | | | | |
| R.WS.00.01 | | | | demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. | | |
| R.WS.00.02 | | | | recognize that words are composed of sounds blended together and carry meaning. | | |
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| PHONICS | | | | | | |
| R.WS.00.03 | | | | understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. | | |
| R.WS.00.04 | | | | use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. | | |
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| WORD RECOGNITION | | | | | | |
| R.WS.00.05 | | | | automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print. | | |
| R.WS.00.06 | | | | make progress in automatically recognizing a few of the 220 Dolch basic sight words. | | |
| R.WS.00.07 | | | | follow familiar written text while pointing to matching words. | | |
| R.WS.00.08 | | | | narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic). | | |
| R.WS.00.09 | | | | know the meanings of words encountered frequently in grade-level reading and oral language contexts. | | |
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| VOCABULARY | | | | | | |
| R.WS.00.10 | | | | in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people. | | |
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| FLUENCY | | | | | |
| R.FL.00.01 | | | | automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print. | |
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| NARRATIVE TEXT | | | | | |
| R.NT.00.01 | | | | become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world. | |
| R.NT.00.02 | | | | identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs. | |
| R.NT.00.03 | | | | discuss setting, characters, and events in narrative text. | |
| R.NT.00.04 | | | | identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. | |
| R.NT.00.05 | | | | respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. | |
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| INFORMATIONAL TEXT | | | | | |
| R.IT.00.01 | | | | identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books. | |
| R.IT.00.02 | | | | with teacher guidance, discuss informational text patterns including descriptive and sequential. | |
| R.IT.00.03 | | | | explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. | |
| R.IT.00.04 | | | | respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. | |
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| READING COMP. | | | | | |
| R.CM.00.01 | | | | begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. | |
| R.CM.00.02 | | | | retell up to three events from familiar text using their own words or phrasing. | |
| R.CM.00.03 | | | | begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. | |
| R.CM.00.04 | | | | apply significant knowledge from grade-level science, social studies, and mathematics texts. | |
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| METACOGNITION | | | | | |
| R.MT.00.01 | | | | self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. | |
| R.MT.00.02 | | | | construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information. | |
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| CRITICAL STANDARDS | | | | | |
| R.CS.00.01 | | | | recognize how to assess personal writing and the writing of others with teacher supervision. | |
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| READING ATTITUDE | | | | | |
| R.AT.00.01 | | | | become enthusiastic about reading and learning how to read. | |
| R.AT.00.02 | | | | choose books, book activities, word play, and writing on their own during free time in school and at home. | |
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School Year _____

Grade: *Kindergarten*

Teacher _____

Content Area: *ELA - WRITING*

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|-------------------------------------|---|---|---|---|---------------------------|---------------------------|
| WRITING: Writing Genre | | | | | | |
| <i>W.GN.00.01</i> | | | | write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support. | | |
| <i>W.GN.00.02</i> | | | | approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry. | | |
| <i>W.GN.00.03</i> | | | | write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences. | | |
| <i>W.GN.00.04</i> | | | | contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project. | | |
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| WRITING: Writing Process | | | | | | |
| <i>W.PR.00.01</i> | | | | with teacher assistance, consider the audience's reaction as they plan narrative or informational writing. | | |
| <i>W.PR.00.02</i> | | | | brainstorm to generate and structure ideas for narrative or informational writing. | | |
| <i>W.PR.00.03</i> | | | | draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings | | |
| <i>W.PR.00.04</i> | | | | attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning. | | |
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| WRITING: Personal Style | | | | | | |
| <i>W.PS.00.01</i> | | | | develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing). | | |
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| WRITING: Spelling | | | | | | |
| <i>W.SP.00.01</i> | | | | in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words. | | |
| <i>W.SP.00.02</i> | | | | in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental | | |

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| WRITING: Handwriting | | | | | | |
| W.HW.00.01 | | | | Form upper and lower case manuscript letters | | |
| W.HW.00.02 | | | | Leave space between words and word-like clusters of letters | | |
| W.HW.00.03 | | | | Write from left to right and top to bottom | | |
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| WRITING ATTITUDE | | | | | | |
| W.AT.00.01 | | | | Be enthusiastic about writing and learning to write | | |

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Content Area: *ELA - SPEAKING*

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|---|---|---|---|---|---------------------------|---------------------------|
| SPEAKING: Conventions | | | | | | |
| S.CN.00.01 | | | | explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. | | |
| S.CN.00.02 | | | | speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations. | | |
| S.CN.00.03 | | | | present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) | | |
| S.CN.00.04 | | | | understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership. | | |
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| SPEAKING: Discourse | | | | | | |
| S.DS.00.01 | | | | engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions. | | |
| S.DS.00.02 | | | | briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details. | | |
| S.DS.00.03 | | | | respond to multiple text types by reflecting, making meaning, and making connections. | | |
| S.DS.00.04 | | | | plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly. | | |
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| LISTENING & VIEWING: Conventions | | | | | | |
| L.CN.00.01 | | | | understand and follow one- and two-step directions. | | |
| L.CN.00.02 | | | | ask appropriate questions during a presentation or report. | | |
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| L.CN.00.03 | | | | listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately. | | |
| L.CN.00.04 | | | | begin to evaluate messages they experience, learning to differentiate between sender and receiver. | | |
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| LISTENING & VIEWING: Response | | | | | | |
| L.RP.00.01 | | | | Listen to or view knowledgeably and discuss a variety of genre | | |
| L.RP.00.02 | | | | listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | | |
| L.RP.00.03 | | | | respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections. | | |