

**English Language Arts Curriculum - Kindergarten
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1a. Print many upper and lowercase letters.

DOC: English Language Arts, DOC: Kindergarten, III: Writing Conventions

A. Writing Readiness

- 1. Build and practice fine motor, visual, auditory, and language skills for handwriting readiness
- 2. Develop spatial orientation and left-right eye orientation.
- 3. Correctly form lines, curves, and circles.

B. Handwriting

- 1. Print name on baseline using uppercase and lowercase letters and begin to use lined paper for practice.
- 2. Print capital and lowercase letters, correctly spacing the letters while using the top-to-bottom and left-to-write formats.
- 3. Leave spaces between words when writing.

Essential Questions

1. How is written language different from spoken language?
2. What is a complete thought?
3. How do writing conventions help my reader understand my thoughts and feelings?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

Content

The students will know

1. Uppercase letters
2. Lowercase letters

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Build and practice fine motor, visual, auditory, and language skills for handwriting readiness.
2. Develop spatial orientation and left/right eye orientation.
3. Increase the ability to use dominant hand to hold pencil correctly.
4. Correctly form lines, curves, and circles when writing letters.
5. Print name on baseline using uppercase and lowercase letters and begin to use lined paper for practice.
6. Print capital and lowercase letters, correctly spacing the letters while using the top to bottom and left to right formats.
7. Leave spaces between words when writing.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Uppercase letters 2. Lowercase letters 3. Line 4. Curve 5. Circle 6. Spacing 7. Left 8. Right 	
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> 1. Children will build and practice fine motor, visual, auditory, and language skills for handwriting readiness. 2. Children will engage in activities to develop spatial orientation and left-right eye orientation. 3. Children will practice cutting and pasting and using dominant hand to help them hold pencil correctly. 4. Children will correctly form lines, curves, and circles when writing letters. 5. Children will print name on baseline using upper and lower case letters and begin to use lined paper for practice. 6. Children will practice letter formation on interactive board, student white board, in the air, in sand, and or in shaving cream. <p> Handwriting Practice Sheets Specialized Handwriting Papers Practice letter writing with use of a class pen pal Zaner-Bloser's free materials A Kid's Heart - Manuscript </p>	<p>Assessment (Suggested)</p> <p>Learning to Write Letters Formative: Class Work Children form lines, curves, and circles correctly when writing letters.</p> <p>Printing My Name Formative: Class Work Children will print name on baseline using upper and lower case letters using lined paper.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> 1. iPad Resources 2. Internet Resources Handwriting Worksheets and Printable Activities A Kid's Heart - Manuscript Zaner-Bloser's free materials Handwriting strategies Handwriting For Kids 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ 4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

**English Language Arts Curriculum - Kindergarten
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2013**

Language: Vocabulary Acquisition and Use

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.K.4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. How do we retain vocabulary?
2. How do affixes and inflections affect word meaning?
3. How can the meanings of unfamiliar words be derived from context clues?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Inflections 2. Affixes 3. Verbs 4. Adjectives 5. Opposites (Antonyms) 6. Context Clues 7. Multiple-meaning words 8. Multiple-meaning phrases 9. Nuances in word meanings 10. Relationships in word meanings 	<ol style="list-style-type: none"> 1. Recognize new words from the context of conversations or from the use of pictures from within a text. 2. Determine meaning of words through life experiences and prior knowledge. 3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content. 4. Use context clues to support word identification and to define unknown words while reading. 5. Identify new meanings for familiar words and use them correctly. 6. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 7. Explore word relationships and nuances in word meanings. 8. Show an understanding of frequently occurring verbs by relating them to their opposites (antonyms). 9. Show an understanding of frequently occurring adjectives by relating them to their opposites (antonyms). 10. Generate word lists, word walls, and webbing in class. 11. Recognize and understand words, signs, and symbols seen in everyday life. 12. Expand student vocabulary by rhyming so children will understand letter-sound-word relationships.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Inflections 2. Affixes 3. Verbs 4. Adjectives 5. Context Clues 6. Opposites (Antonyms) 7. Multiple-meaning words 8. Multiple-meaning phrases 9. Nuances in word meanings 10. Relationships in word meanings 	
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Class Activity. Increase vocabulary through songs. Children will sing different songs, which can complement any classroom theme, such as seasons, spelling, punctuation and contractions. Each child will be assigned a different word for the week. Children will need to thoroughly research the word and its meaning and then draw a poster about the word. At the end of the week, children will present their findings to the class. 2. Class Activity. Children will go on an outdoor walk to build vocabulary. Each child will pick up one item during the walk. When children return to the classroom, they will put all items in a box. Children will take turns removing an item from the box and identify and describe it. The class will discuss the characteristics of each object. Record the words used to describe the object on the board (or word wall). 3. Cooperative Work. Working in triad groups children will make a poster about a word. The poster should contain the word as well as related words, textures and pictures associated with the word. For example, a poster for the word "tree" might include other words such as "green," "tall" and "leafy" and have bark, twigs and leaves glued to the poster with pictures of trees drawn by the children. Over the school year, build up a word wall with all the words the children have been learning. 4. Individual work. Children will make short books about the words they have learned, or laminated flip books bound on a ring as a portable vocabulary reference for each child. 5. Class Activity. Place five household objects into a hat or bowl (for example, a pencil, a pair of scissors, a spoon, a block, and a toy car). Say a word that rhymes with one of the items and ask a child to remove the item from the hat. For example, "remove the one that rhymes with sock." Continue until the hat is empty. As a variation, each child will choose an object and come up with the rhyming words. 	<p>This is My Word Formative: Posters Children will research a given word and its meaning and then draw a poster about the word. When completed, they will present their word and its meaning to the class.</p> <p>Building a Word Wall Formative: Class Discussion Children will take turns removing an item from a box and identify and describe it. The class will discuss the characteristics of each object and the words used to describe the object will be recorded on word wall.</p> <p>Word Poster Formative: Cooperative Group Work Working in triad groups children will make a poster about a word. The poster should contain the word as well as related words, textures and pictures associated with the word. Groups will present their poster to the class.</p> <p>Rhyming Words Formative: Class Work Children will choose an object from a collection of objects, and come up with the rhyming word for the object.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection <i>Read + Write: Rhyming Words</i> by Harriet Ziefert <i>Hush! A Thai Lullabye</i> by Minfong Ho <i>This Little Chick</i> by John Lawrence <i>Nutshell Library</i> by John Lawrence <i>Some Dogs Do</i> by Jez Alborough <i>On Beyond Zebra</i> by Dr. Seuss <i>Zin! Zin! Zin! A Violin</i> by Lloyd Moss <i>Is Your Mama a Llama?</i> by Deborah Guarino <i>Frederick</i> by Leo Lionni <i>Once There Was a Bull...(Frog)</i> by Rick Walton and Greg Nally <i>Strawberry Bullfrog: Fun with Compound Words</i> by Laura Hambleton, Sedat Turhan, Sally Hagin <i>Noisy Poems</i> by Jill Bennett and Nick Sharratt 3. Internet Resources Literacy Skills Vocabulary Practice Games Context clues activity Context clues - ideas 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ 8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

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Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions


1. How can I show that I am a good listener?
2. How is spoken language different from written language?
3. Why am I speaking? What am I trying to say?
4. How does my body language speak to my audience?
5. How do good speakers express their thoughts and feelings? Why is a good speaker easy to follow?
6. How does what I say and how I listen show my respect for human dignity?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

<ol style="list-style-type: none"> 1. Collaborative conversations 2. Pace 3. Volume 4. Rules for discussions 5. Directions 6. Questions 7. Active listening 8. Nonverbal modes of communication 9. Key details 10. Thoughts 11. Feelings 12. Ideas 	<p>DOK Links</p> <p>The students will be able to</p> <ol style="list-style-type: none"> 1. Use active listening and respond to speakers, stories, poems, and songs. 2. Identify and respond appropriately to nonverbal modes of communication. 3. Connect what is heard with prior knowledge and experience. 4. See the likenesses and differences of experience between what is said and what is read. 5. Participate in a collaborative discussion with peers about a grade-level topic. 6. Listen with courtesy and open-mindedness. 7. Follow simple and multi-step oral directions. 8. Take turns in small and/or large discussion groups. 9. Speak clearly and at an appropriate pace and volume. 10. Ask and answer questions to demonstrate comprehension of oral presentation. 11. Ask questions to clarify meaning of concepts presented. 12. With support and guidance, deliver informal descriptive or informational presentations about ideas or experiences using drawings or other visual displays.
<p>Common Core Vocabulary</p> <ol style="list-style-type: none"> 1. Collaborative conversations 2. Pace 3. Volume 4. Rules for discussions 5. Directions 6. Questions 7. Active listening 8. Nonverbal modes of communication 9. Key details 10. Thoughts 11. Feelings 12. Ideas 	<p>Additional Vocabulary</p>
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> 1. Class Activity. Children will have multiple opportunities to listen and respond to multi-cultural themed presentations through reading books, doing crafts, and/or inviting various cultural speakers. 2. Class Activity. Children will participate in a "silent communication" time in the room by responding to simple hand signals (e.g., Simon Says). 3. Class Activity. Using a Big Book, children describe the pictures and tell the story. 4. Class Activity. Record children reading/saying something. Working with each child, listen to the recording and talk about the volume and pace they use. 5. Listening to Poetry. Using Kenn Nesbitt's site ( http://www.poetry4kids.com/) children will listen to various poems from the forty funny poems written by Nesbitt. After listening to the poem, children will create a drawing to show their understanding of the poem. 6. Poetry in Action. Children will memorize and recite various short poems from the Nesbitt collection or another source. Poems such as: Belinda Bell, I Left Our Rhino in the Rain, Knute and Nate, Porcupine Valentine, and What to Remember in School, may be used. 7. Class Activity. Use a grade-level Big Book, such as Sylvester 	<p>Assessment (Suggested)</p> <p>Listening and Speaking Formative: Class Work Children will listen to and respond to multi-cultural themed presentations through reading books, doing crafts, and/or inviting various cultural speakers.</p> <p>Pictures Tell the Story Formative: Oral Assessment Using a Big Book, children will focus on and the describe pictures and tell the story.</p> <p>How Am I Speaking? Formative: Oral Assessment Record children reading/saying something. Working with each child, listen to the recording and talk about the volume and pace they use.</p> <p>Drawing A Poem Formative: Class Work Children will listen to various poems from the forty funny poems written by Nesbitt. After listening to a poem, children will create a drawing to show their understanding of the poem.</p> <p>Reciting Rhymes Formative: Oral Assessment</p>

and the Magic Pebble, by William Steig, to read a story to the children. Children will need to listen carefully because after the reading they will discuss the story. Share, or remind children about the discussion rules. In discussing the book, children will respond to questions such as:

- a. Who is the main character?
- b. Where does the story take place?
- c. What is Sylvester's personality like?
- d. What do you like most about Sylvester? Why?
- e. What do you like least about Sylvester? Why?

During the discussion, make sure children are following the discussion rules and be sure to encourage the reluctant child.

8. Class Activity. Using ideas from Jan Brett's web page (see Links), turn her story The Hat into a play, and the children will act it out.
9. Class Activity. As a class, children will choose something to describe from a list. Children will use their five senses as a checklist to describe the item. Children will be encouraged to make personal connections to the item they are describing.



[Forty Funny Poems!](#)



[Popular Illustrated Rhymes!](#)



[Jan Brett Plays!](#)

Children will recite popular rhymes expressing thoughts, feelings, and ideas clearly.

Speaking Aloud

Formative: Class Work

Children will practice speaking aloud by praying the daily classroom prayer.

Let's Talk About It

Formative: Class Discussion

After reading the story from a grade-level Big Book, children will participate in a class discussion of the book. During the discussion, children will follow discussion rules.

Resources (Suggested)

1. Conversation Strategies To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique:
 - Clarify-Extend
 - 1) Listen to what a child has to say,
 - 2) Pick an idea from the child's talk and explain it, disentangle it, or add to it.
 - Ask-Tell
 - 1) Become involved in what the child is doing,
 - 2) Highlight what the child should attend to,
 - 3) Maintain interest by breaking down the task,
 - 4) Offer praise and encouragement
 - Think Aloud
 - 1) Involve the child in what you are wondering,
 - 2) Share your thoughts out loud,
 - 3) Model how to think it through to a conclusion

Role Play
Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.

Talking Beads
Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.
2. iPad Resources
3. Literature Connection
Sylvester and the Magic Pebble by William Steig
The Very Hungry Caterpillar by Eric Carle
Brown Bear, Brown Bear, What Do You See? by Bill Martin

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Goodnight Moon by Margaret Wise Brown
The Very Busy Spider by Eric Carle
Where the Wild Things Are by Maurice Sendak
Corduroy by Don Freeman
Harold and the Purple Crayon by Crockett Johnson
Cloudy With a Chance of Meatballs by Judi Barrett and Ronald Barrett
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

4. Internet Resources



[Speaking and Listening Ideas!](#)



[Listening Games!](#)



[K-3 Speaking and Listening Ideas!](#)



[Brain Pop Junior - Listening and Speaking!](#)



[Activiites to Support Communication!](#)



[Speaking and Listening Games!](#)

**English Language Arts Curriculum - Kindergarten
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Language: Sentence Structure and Composition

Standards Assessed

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.
- L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Questions

1. How can understanding and applying consonant, vowel sounds and patterns help me to decode unfamiliar words?
2. To what extent does a strong phonemic base create help me become a fluent reader?
3. How is written language different from spoken language?
4. How do writing conventions help me express my thoughts and feelings?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Capitalization 2. Spelling 3. End punctuation 4. Prepositions (e.g., to, from, in, out, on, off, for, of, by, with) 5. Consonant 6. Vowel 7. Short vowel 8. Phoneme 9. Pronoun 10. Phonetic spelling 11. Complete sentence 	<ol style="list-style-type: none"> 1. Write from left to right from top to bottom. 2. Create complete simple sentences using correct word order. 3. Produce and expand complete sentences. 4. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) when writing sentences. 5. Use correct capitalization at the beginning of a sentence. 6. Demonstrate correct use of the conventions of standard English when writing including: <ol style="list-style-type: none"> a. capitalization b. punctuation c. spelling 7. Recognize and name end punctuation. 8. Identify capitalization errors in written sentences. 9. Write simple sentences using correct capitalization. 10. Express correct letter-sound correspondence. 11. Spell simple words phonetically. 12. Use beginning and some end consonant sounds when writing.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Capitalization 2. Spelling 3. End punctuation 4. Prepositions (e.g., to, from, in, out, on, off, for, of, by, with) 5. Consonant 6. Vowel 7. Short vowel 8. Phoneme 9. Pronoun 10. Phonetic spelling 11. Complete sentence 	
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Modeling Activity. Write a few simple sentences on the board. The sentences should be missing the capital letter at the beginning and should contain "i". Children will be asked to help with the proper capitalization. 2. Class Work. Children will write one or two simple sentences using inventive spelling and using a capital letter at the beginning of the sentence. 3. Independent Work. Children will trace capital letters and color to reinforce recognition of capital letters. 4. Modeling Activity. Children will be introduced to ending punctuation marks by reading the story <i>Punctuation Takes a Vacation</i> by Robin Pulver. After hearing the story children will talk about the fact that all sentences end with a punctuation mark. The punctuation marks are a period, a question mark, and exclamation points. Over several class periods, children will learn the correct use of the punctuation marks by using sample sentences and then putting the correct punctuation at the end of sentences. 5. Class Activity. Children will cut out and color marks of punctuation used at the end of a sentence. They will use these cut-outs and play "pin the right punctuation mark" on the end of the sentence to learn when to use punctuation correctly. 6. Class Work. Children will create a sentence using a sentence strip. Sentence should have correct capitalization, punctuation, and spelling. They will cut out each word and scramble the sentence. Classmates will unscramble the sentence and read their it fluently and with the correct voice inflection. <p>Sentence Structure Games</p>	<p>Writing Sentences Formative: Class Work Children will write one or two simple sentences. Encourage inventive spelling and using a capital letter at the beginning of the sentence.</p> <p>Punctuation Formative: Class Work Children will cut out and color marks of punctuation. They will use these cut-outs and play "pin the right punctuation mark" on the end of the sentence to teach when to use punctuation correctly.</p> <p>Working With A Sentence Formative: Class Work Using a sentence strip, children will create a sentence having correct capitalization, punctuation, and spelling. They will cut each word and scramble the sentence and have classmates unscramble and read the sentence.</p> <p>Using Correct Punctuation Formative: Class Work During several class periods, children will place the correct punctuation at the end of several given sentences. Initially, they will work with sentences requiring the same punctuation and move to putting the correct punctuation at the end of a variety of sentences.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection <i>Punctuation Takes a Vacation</i> by Robin Pulver <i>Punctuation Celebration</i> by Elsa Knight Bruno <i>Penny and the Punctuation Bee</i> by Moira Rose Donahue <i>Twenty-Odd Ducks</i> by Lynne Truss <i>Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation</i> by Lynne Truss <i>If You Were a Question Mark</i> by Shelly Lyons <i>Emma Exclamation Point</i> by Barbara Cooper <i>Punctuation Station</i> by Brian P. Cleary <i>The Perfect Pop Up Punctuation Book</i> by Kate Petty 3. Internet Resources Building a Sentence Sentence building ideas Games Internet for Classrooms Kindergarten Language Arts Skill Builders Kindergarten Grammar Grammar Tunes – Grade K 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ 8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

**English Language Arts Curriculum-Kindergarten
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2013**

Language: Working With Nouns and Verbs

Standards Assessed

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- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- L.K.1f. Produce and expand complete sentences in shared language activities.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Essential Questions

1. How do nouns and verbs help me write simple sentences?

Content

The students will know

1. Noun
2. Plural nouns
3. Verb
4. Simple sentence

Skills

[Bloom's Taxonomy](#)
[DOK Links](#)

The students will be able to

1. Identify nouns as words naming people, places, or things.
2. Categorize nouns as words for people, places, or things.
3. Identify when nouns start with a capital letter.
4. Form regular plural nouns orally by adding /s/ or /es/.
5. Identify verbs as words that express action.
6. Distinguish shades of meaning among verbs describing the same general action.
7. Identify nouns and verbs in simple sentences.
8. Use nouns and verbs in writing simple sentences.

Common Core Vocabulary

1. Noun
2. Plural nouns
3. Verb
4. Simple sentence

Additional Vocabulary

Learning Experiences (Suggested)

Assessment (Suggested)

<ol style="list-style-type: none"> 1. Introducing Nouns. Using one of the "noun books" listed in the resources, children will define nouns and create a list of nouns using the categories people, places, and things. 2. Cooperative Work. Working with a partner, children will cut out magazine pictures that represent nouns and categorize the pictures into three columns: people, places, and things. They will share their work with the class and tell why they placed the pictures in each column. 3. Class Activity. Using the list of nouns or the noun pictures cut out of magazines, children will recognize the need to sometimes use the plural of a noun. (Explain the rule for the different endings used for plural nouns [s/ or /es/].) Children will form the plural of some commonly used nouns. 4. Introducing Verbs. Using one of the "verb books" listed in the resources, children will be introduced to verbs. As a group, they will define verbs and create a list of verbs. 5. Class Activity. As a group, children will create a list of verbs and discuss how the same verbs can have different meanings while describing the same general action. 6. Cooperative Work. Working with a partner, children will identify the words in a list that are nouns and those that are verbs. They will write the word on a two-column paper labeled nouns and verbs. When completed, they will share their list with another group telling why they placed the words in the respective columns. 7. Introduce Sentences. Working with several sentence strips, children will tell what they notice about the sentence (each contains a noun and a verb) and explain that all sentences need at least one noun and one verb and that sentences can be as simple as two words. 8. Class Activity. Working with sets of index cards (six cards with nouns with the first letter capital, six cards with verbs written in only lower case, and six cards with periods), children will create sentences by placing the cards in a pocket chart and reading the sentence to the class. 9. Partner Work. Using a handout containing noun, verb and period cards, children will cut out their cards and place them in a noun pile, a verb pile, and a period pile. They will then work with their partner to create five simple noun-verb sentences and write these sentences on lined paper. 10. Let's Write. Children will be given a writing prompt, such as "My favorite food is..." They will write five simple sentences in response to the prompt. When completed, they will read their sentences to the class. <p style="text-align: center;">Noun Practice</p>	<p>Nouns Are People, Places, Things Formative: Cooperative Group Work Children will cut out magazine pictures that represent nouns and categorize the pictures into three columns: people, places, and things. They will share their work with the class and tell why they placed the pictures in each column.</p> <p>Plural Nouns Formative: Oral Assessment Using the list of nouns or the noun pictures cut out of magazines, children will form the plural of some commonly used nouns.</p> <p>Nouns and Verbs Formative: Cooperative Group Work Working with a partner, children will identify the words in a list that are nouns and those that are verbs. They will write the word on a two-column paper labeled nouns and verbs. When completed, they will share their list with another group telling why they placed the words in the respective columns.</p> <p>Making Simple Sentences Formative: Oral Assessment Working with sets of index cards (six cards with nouns with the first letter capital, six cards with verbs written in only lower case, and six cards with periods), children will create sentences by placing the cards in a pocket chart and reading the sentence to the class.</p> <p>Writing Sentences Formative: Cooperative Group Work Using a handout containing noun, verb and period cards, children will cut out their cards and place them in a noun pile, a verb pile, and a period pile. They will then work with their partner to create five simple noun-verb sentences and write these sentences on lined paper.</p> <p>My Favorite Food Is... Summative: Class Work Using a writing prompt, such as "My favorite food is..." children will write five simple sentences in response to the prompt.</p>
Resources (Suggested)	Catholic Identity

<p>1. iPad Resources</p> <p>2. Literature Connection <i>A Mink, a Fink, a Skating Rink: What is a Noun?</i> by Brian P. Cleary <i>Incredible Ned: You Could See What He Said</i> by Bill Maynard <i>If You Were a Noun</i> by Michael Dahl <i>Nouns and Verbs Have a Field Day</i> by Robin Pulver <i>To Root, To Toot, To Parachute: What Is a Verb?</i> by Brian P. Cleary and Jenya Prosmitsky <i>If You Were a Verb</i> by Michael Dahl <i>Skip to My Lou</i> by Nadine Bernard Wescott <i>It's Hard To Be a Verb</i> by Julia Cook</p> <p>3. Songs "Many Luscious Lollipops" by Ruth Heller "Things That Are Most in the World" by Judi Barrett "The Maestro Plays" by Bill Martin "Suddenly Alligator" by Rick Walton "Up, Up and Away" by Ruth Heller "School House Rock" Series on Nouns, Verbs and more</p> <p>4. Internet Resources Teaching Is So Sweet</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
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**English Language Arts Curriculum - Kindergarten
Diocese of Cleveland
2013**

Writing: Narrative

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Reading: Literature
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.K.2. With prompting and support, retell familiar stories, including key details.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. Why am I writing? For whom?
2. What am I trying to achieve through my writing?
3. Where do ideas for writing come from?
4. How does my writing reflect my Catholic faith and values?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Narrative 2. Real experiences/events 3. Imagined experiences/events 4. Writing – planning, revising, editing, rewriting, trying new approach 5. Produce Writing 6. Publish Writing 7. Upper case letters 8. Lower case letters 9. Nouns 10. Verbs 11. Sentences 12. Capitalization 13. End punctuation 14. Spelling 	<ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to develop narrative texts. 2. Generate ideas for written compositions through discussions with others. 3. Choose a topic and determine audience. 4. Use graphic organizers to group information for writing. 5. Write from left to right and top to bottom. 6. Compose, draw, dictate, and/or write about real experiences or events. 7. Compose, draw, dictate, and/or write about imagined experiences or events. 8. Use correct sentence structure and grammar when expressing thoughts and ideas. 9. Plan, revise, edit, and rewrite ideas in a narrative form. 10. Produce and publish narrative writing samples for display or sharing with others using digital tools.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Narrative writing 2. Topic 3. Question 4. Suggestion 5. Upper case letters 6. Lower case letters 7. Nouns 8. Verbs 9. Audience 10. Written language 11. Spoken language 12. Consonant 13. Sentence 14. Punctuation 	
Learning Experiences (Suggested)	Assessment (Suggested)

<p>1. Introduction. Children will listen to an audio story or to a story read aloud by the teacher. Children will be given a handout containing four boxes in which they will write about what they heard. The boxes should be titled as follows:</p> <ol style="list-style-type: none"> First, this happened. Next, this happened. After that, this happened. At the end, this happened. <p>Children will think about what they heard and complete the activity by writing or drawing their response. When completed, children will retell the beginning, middle and end of the story they heard.</p> <p>2. Class Activity. Using a handout similar to the one used above, children will write their own stories. They will plan and write their story and then revise, edit and rewrite their story. Finally, they will use a digital tool to produce and publish their story. When completed, children will read their stories to the class. (Repeat this activity on different occasions during the year and particularly during special times of the year.)</p> <p>3. Class Activity. After stories have been published, the children will create mini-books by cutting out each of the four quadrants, arranging the pages in order, and creating a cover with a title and their names.</p>	<p>Re-Telling the Story Formative: Class Work After listening to an audio story or to a story read aloud by the teacher, children will use a handout containing four boxes in which they will write about what they heard. The boxes should be titled as follows:</p> <ol style="list-style-type: none"> First, this happened. Next, this happened. After that, this happened. At the end, this happened. <p>The children will think about what they heard and complete the activity by writing or drawing their responses in the appropriate quadrant. When completed, children will re-tell the beginning, middle and end of the story they heard.</p> <p>Writing My Story Formative: Class Work Children will write their own stories. They will plan and write their story and then revise, edit and rewrite their story. Finally, they will use a digital tool to produce and publish their story and when completed they will read their stories to the class. (Repeat this activity on different occasions during the year and particularly during special times of the year.)</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> iPad Resources Literature Connection <i>The Year of Magical Thinking</i> by Joan Didion <i>Saturdays and Teacakes</i> by Lester L. Laminack <i>The Raft</i> by Jim LaMarche <i>Come On, Rain</i> by Karen Hesse, Jon J. Muth <i>The Keeping Quilt</i> by Patricia Polacco <i>A Bad Case of Stripes</i> by David Shannon <i>A Chair for My Mother</i> by Vera B. Williams <i>A Splendid Friend, Indeed</i> by Suzanne Bloom <i>Alexander And The Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst <i>Bear Snores On</i> by Karma Wilson Internet Resources Story Bird Story Starters Resource for Great Writing Books to Read In Kindergarten 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

English Language Arts Curriculum - Kindergarten
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. Why am I writing? For whom?
2. What am I trying to achieve through my writing?
3. Where do ideas for writing come from?
4. How does my writing reflect my Catholic faith and values?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Informative writing 2. Explanatory writing 3. Upper case letters 4. Lower case letters 5. Nouns 6. Verbs 7. Sentences 8. Capitalization 9. Punctuation 10. Spelling 	<ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to develop informative/explanatory texts. 2. Generate ideas for written compositions through discussions with others. 3. Choose a topic and determine audience. 4. Use graphic organizers to group information for writing. 5. Write from left to right and top to bottom. 6. Compose, draw, dictate, and/or write thoughts or experiences in written form. 7. Use correct sentence structure when expressing thoughts and ideas. 8. Revise, edit, and rewrite one's writing to improve presentation of ideas. 9. Publish writing samples for display or sharing with others using digital tools.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Informative text 2. Explanatory text 3. Topic 4. Question 5. Suggestion 6. Upper case letters 7. Lower case letters 8. Nouns 9. Verbs 10. Audience 11. Written language 12. Spoken language 13. Consonant 14. Sentence 15. Punctuation 	
Learning Experiences (Suggested)	Assessment (Suggested)

<p>1. Introduction. Children will listen to an audio story or an informative story read aloud by the teacher to begin the study of informative/explanatory writing. Children will be given a handout containing four boxes in which they will write about what they heard. The boxes will be titled as follows:</p> <ol style="list-style-type: none"> What topic is being written about? What did you learn? What else did you learn? What else would you like to know? <p>Children will think about what they heard and complete the activity by writing or drawing their response. When completed, they will share what they learned from the reading.</p> <p>2. Class Activity. Using a handout similar to the one used above, children will write their own stories about a topic of their choosing. They will plan and write their story and then revise, edit and rewrite their story. Finally, they will use a digital tool to produce and publish their story. When completed, children will read their stories to the class. (Repeat this activity on different occasions during the year using different topics and/or content areas.)</p> <p>3. Class Activity. After stories have been published, the children will create mini-books by cutting out each of the four quadrants, arranging the pages in order, and creating a cover with a title and their names.</p>	<p>What Did I Learn? Formative: Writing Assignment Children will listen to an audio story or an informative story read aloud by the teacher. Following the reading, children will use a handout containing four boxes in which they will write about what they heard. The boxes should be titled as follows:</p> <ol style="list-style-type: none"> What topic is being written about? What did you learn? What else did you learn? What else would you like to know? <p>Children will think about what they heard and complete the activity by writing or drawing their response. When completed, they will share what they learned from the reading.</p> <p>Writing About A Topic Formative: Writing Assignment Children will write their own stories about a topic of their choosing. They will plan and write their story and then revise, edit and rewrite their story. Finally, they will use a digital tool to produce and publish their story. When completed the children will read their stories to the class. (Repeat this activity on different occasions during the year using different topics and/or content areas.)</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> iPad Resources Literature Connection <i>Here Are My Hands</i> by Bill Martin and John Archambault <i>What Happens to a Hamburger?</i> by Paul Showers; Edward Miller <i>What to Expect When You Go to the Dentist</i> by Heidi Murkoff; Laura Rader <i>Ask a Bug</i> by Deborah Lock <i>Out of Sight</i> by Bernadette Gervais; Francesco Pittau <i>The Vegetables We Eat</i> by Gail Gibbons Internet Resources Story Bird Story Starters Great Writing Resource 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

**English Language Arts Curriculum - Kindergarten
Diocese of Cleveland
2013**

Writing: Opinion

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

1. Why am I writing? For whom?
2. What am I trying to achieve through my writing?
3. Where do ideas for writing come from?
4. How does my writing reflect my Catholic faith and values?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Opinion Writing 2. Upper case letters 3. Lower case letters 4. Nouns 5. Verbs 6. Sentences 7. Capitalization 8. Punctuation 9. Spelling 	<ol style="list-style-type: none"> 1. Learn the meaning of "opinion." 2. Provide at least one reason to support an opinion. 3. Use opinion words (e.g., best, favorite) and reason words (e.g., because) when writing or speaking. 4. Use drawing to help express opinions. 5. Build and practice fine motor, visual, auditory, and language skills for effective writing. 6. Generate ideas for written compositions through discussions with others. 7. Choose a topic and identify audience. 8. Use graphic organizers to group information. 9. Write from left to right and top to bottom. 10. Use correct sentence structure when expressing thoughts and ideas. 11. Improve ideas in content by revising, editing, and rewriting one's own writing. 12. Publish writing samples for display or sharing with others using digital tools. 13. Create complete simple sentences using correct word order. 14. Expand simple sentences by including frequently occurring prepositions. 15. Recognize and use correct punctuation and capitalization in all writing.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Opinion 2. Topic 3. Argument 4. Question 5. Suggestion 6. Upper case letters 7. Lower case letters 8. Nouns 9. Verbs 10. Audience 11. Written language 12. Spoken language 13. Consonant 14. Sentence 15. Punctuation 	
Learning Experiences (Suggested)	Assessment (Suggested)

<p>1. Introduction. Children will understand what an opinion is and how it is different from a fact or a story. Children will engage in a discussion about pets and which ones they think are the best and which are the worst. They will be asked to state the reasons why they think the way they do. (Explain that they have just stated their "opinions" about pets, not a fact or a story about pets.) Children will draw pictures of their best pet or the worst pet in their opinion. They will write a sentence to express their opinion about the best or worst pet. ("The best pet is..." and "The worst pet is....")</p> <p>2. Class Activity. Using another topic, such as "snack" continue working on the concept of opinion and extend the lesson to include stating the "reason" for an opinion which tells people why that is someone's opinion. Children will draw pictures of their favorite snack and write a sentence to express their opinion about the snack and give a reason for their opinion. (Repeat this activity on different occasions during the year and especially during special times of the year.)</p> <p>3. Extend the Lesson. After having read several books, children will choose a favorite book and draw a picture and write a sentence telling why this is their favorite book.</p> <p>4. Cooperative Group Work. The class will vote on a favorite fruit for class. Children will be grouped into "favorite fruit" groups. They will draw or complete a graphic organizer about their fruit and then will write an opinion statement about the fruit. They will share their statements with the class.</p> <p>Website to post student work Enter students into local contests Alphabet Practice</p>	<p>The Best... The Worst... Formative: Class Work Children will understand what an opinion is and how it is different from a fact or a story. Children will engage in a discussion about pets and which ones they think are the best and which are the worst. They will state the reasons why they think the way they do understanding that they have just stated their "opinions" about pets, not a fact or a story about pets. After the discussion, the children will draw pictures of their best pet or the worst pet in their opinion and write a sentence to express their opinion about the best or worst pet. ("The best pet is..." and "The worst pet is....")</p> <p>Reason for An Opinion Formative: Writing Assignment Children will draw pictures of their favorite snack or.... They will write a sentence to express their opinion about the snack (or ...) and give a reason for their opinion. (Repeat this activity on different occasions during the year and especially during special times of the year.)</p> <p>My Opinion Formative: Writing Assignment After having read several books, children will choose a favorite book. They will draw a picture and write a sentence telling why this is their favorite book.</p> <p>Favorite Class Fruit Formative: Cooperative Group Work Group students into "favorite fruit" groups or have them work alone as appropriate. They will draw or complete a graphic organizer about their fruit and write an opinion statement about the fruit. They will share their statements with the class.</p>
<p>Resources (Suggested)</p> <p>1. iPad Resources</p> <p>2. Literature Connection <i>Animal Touch</i> by Kirsten Hall <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst <i>Earrings!</i> by Judith Viorst <i>Shrek!</i> by William Steig <i>Stellaluna</i> by Janell Cannon <i>The Stinky Cheeseman</i> by Jon Scieszka <i>Verdi</i> by Janell Cannon <i>Like Jake and Me</i> by Mavis Jukes</p> <p>3. Internet Resources Story Bird Story Starters Great Writing Resource Teaching Opinion Writing in Kindergarten Opinion Writing in Kindergarten</p>	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ The Dignity of Work and the Rights of Workers <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

English Language Arts Curriculum - Kindergarten
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Writing
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Kindergarten, Language
Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions

<ol style="list-style-type: none"> 1. Why am I writing? For whom? 2. What am I trying to achieve through my writing? 3. How does research help my writing? 4. How does my writing reflect my Catholic faith and values? 	
<p>Content The students will know</p>	<p>Skills Bloom's Taxonomy DOK Links The students will be able to</p>
<ol style="list-style-type: none"> 1. Research 2. Upper case letters 3. Lower case letters 4. Nouns 5. Verbs 6. Sentences 7. Capitalization 8. Punctuation 9. Spelling 	<ol style="list-style-type: none"> 1. Ask questions about a topic being studied or an area of interest. 2. Find information using question words: who, what, where, when, why, and how. 3. Work in small groups to conduct shared research projects. 4. Use books to gather information, along with teacher assistance, to explain a topic or unit of study. 5. Use observations, surveys, and simple interviews to gather information. 6. Recognize and use organizational features of print and electronic information. 7. Recall information about a topic with teacher assistance. 8. Share findings visually or orally. 9. Choose a topic and determine audience. 10. Use graphic organizers to group information. 11. Write from left to right and top to bottom. 12. Compose, draw, dictate, and/or write thoughts or experiences in written form. 13. Use correct sentence structure when expressing thoughts and ideas. 14. Reread own writing to improve ideas in content. 15. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>

<ol style="list-style-type: none"> 1. Research 2. Credibility 3. Accuracy 4. Plagiarism 5. Personal experiences 6. Topic 7. Question 8. Suggestion 9. Upper case letters 10. Lower case letters 11. Nouns 12. Verbs 13. Audience 14. Written language 15. Spoken language 16. Consonant 17. Sentence 18. Punctuation 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class Activity. Children will do a beginning stage of research by exploring topics in science, such as rocks or soil, etc. Some students will learn about rocks while others will learn about soil. Using a basic four square graphic organizer with the topic in the middle and surrounded by 4 questions, the children will answer the questions either by drawing a picture or writing text. Using a program like <i>PebbleGo</i> (see Links) children will learn that research is all about asking questions. They will generate some sample questions about rocks (or...) and then they will learn how to explore the questions. When children seem to have enough information, they will go to the computer lab where <i>PebbleGo</i> was already loaded on their screens. They will now load in the information from their research. When completed, they will share their findings. (Similar research activities can be conducted at different times of the year.) <p>Pebble Go</p>	My Research Formative: Class Work Children will conduct a research activity in which they search out information about a topic and then work with a computer program to summarize their findings.
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Internet Resources Story Bird Story Starters Resource for Great Writing Ocean Research Lesson Pebble Go Brain Pop Junior 	Social Justice Teachings <ul style="list-style-type: none"> ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities Rights of Children <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

ENGLISH LANGUAGE ARTS CURRICULUM

KINDERGARTEN

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print many upper- and lowercase letters.
	Use frequently occurring nouns and verbs.
	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	Produce and expand complete sentences in shared language activities.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize the first word in a sentence and the pronoun I.
	Recognize and name end punctuation.
	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
KNOWLEDGE OF LANGUAGE (begins in Grade 2)	
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	With guidance and support from adults, explore word relationships and nuances in word meanings.
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

DATE TAUGHT	
WRITING	
TEXT TYPES AND PURPOSES	
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
PRODUCTION AND DISTRIBUTION OF WRITING	
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	Continue a conversation through multiple exchanges.
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PRESENTATION OF KNOWLEDGE AND IDEAS	
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	Add drawings or other visual displays to descriptions as desired to provide additional detail.
	Speak audibly and express thoughts, feelings, and ideas clearly.

NOTES: _____

PARENT GUIDE

KINDERGARTEN ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Kindergarten.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
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	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
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	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize the first word in a sentence and the pronoun I.
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	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
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	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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WRITING

TEXT TYPES AND PURPOSES

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RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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