

# Thompson School District- Kindergarten

## Family Foundational/ Content Literacy Guide

	<b>Oral Expression and Listening</b>	<b>Reading</b>	<b>Writing</b>
Quarter 1 to Quarter 2	Kindergartners will use effective oral language (vocabulary and grammar) and non-verbal communication skills (gestures, expressions); use their voice to show phonemic awareness (knowledge of the sounds of language, such as long and short vowel sounds, consonants); show how vocal sounds produce words (the word “cat” has three sounds – /k/-/a/-/t/).	Kindergartners will show understanding of the “concept of print” (read from left to right, letters make words, words make sentences, books have a front and back cover).  Kindergartners will respond to stories and books by asking questions; sharing understandings with others; using drawings to respond to readings.	Kindergartners will use a combination of pictures and emergent writing (letters and symbols) to write stories and books.
	Kindergartners will identify new meanings for familiar words and apply them correctly (i.e. duck).	Kindergartners will demonstrate knowledge of all the letters of the alphabet.	Kindergartners will identify an event to write about (narrative); identify and select a topic (informative); and form a written opinion or preference about a topic using a combination of drawing, dictating and writing.
Quarter 2 to Quarter 3	Kindergartners will distinguish shades of meaning among verbs, describing the same general action (e.g., march, strut, prance) by acting out the meaning.	Kindergartners will use letter sounds to decode (sound out and pronounce) words on the printed page.	Kindergartners will spell simple words phonetically, drawing on knowledge of sound-letter relationships.  Kindergartners will use drawing, dictating, and writing to tell a story, to explain a topic, or to state an opinion; and talk with others about their writing.
	Kindergartners will form regular plural nouns orally by adding an –s or –es (dog, dogs, wish, wishes).  Kindergartners will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Kindergartners will read 20/40 common high frequency words by sight (the, of, to, you, she, my, is, are, do, does)  Kindergartners will associate the long and short vowel sounds with common spellings.  Kindergartners will use different resources to find information to answer their own questions of interest about a topic and ask good questions to become a better reader and listener.	Kindergartners will write a letter or letters for most consonant and short vowel sounds when phonetically spelling words.  Kindergartners will use resources (watching a science experiment, listening to books read- aloud, watching videos) to answer questions about a topic.

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	<b>Oral Expression and Listening</b>	<b>Reading</b>	<b>Writing</b>
Quarter 3 to Quarter 4	Kindergartners will use words and phrases acquired through conversations, reading and being read to, and responding to text.	Kindergartners will ask and answer questions about main ideas and details in readings (understanding what the reading is about); identify characters, setting; and events in a story.	Kindergartners will describe a sequence of events with a beginning, middle and end (narrative); inform about a topic using details and facts from available resources (informative); and support a written opinion or preference with examples, reasons and/or facts using a combination of drawing, dictating and writing.
	Kindergartners will use the most frequently occurring inflections and affixes (-ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of unknown words.	Kindergartners will identify main points in informational texts.  Kindergartners will read 40/40 common high frequency words by sight (the, of, to, you, she, my, is, are, do, does)  Kindergartners will read emergent-reader text with purpose and understanding.	Kindergartners will use drawing, dictating, and writing to tell a story, to explain a topic, or to state an opinion; and talk with others about their writing; using correct mechanics and conventions (capital letters and end punctuation).

**Content Literacy Units** – These science and social studies units may be taught in any order throughout the school year and are integrated into literacy instruction.

<i>Playing by the Rules</i>	<i>Cloudy with a Chance of Trees</i>	<i>Everyone Has a Story to Tell</i>	<i>What Goes Up Must Come Down</i>	<i>We All Belong</i>	<i>Needs and Wants</i>
<p><b>Central Idea</b> Groups establish and follow rules.</p> <p><b>Key Social Studies Concepts</b></p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Rules</li> <li>• Responsibility</li> </ul>	<p><b>Central Idea</b> Changes in weather affect living things.</p> <p><b>Key Science Concepts</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Interdependence</li> </ul>	<p><b>Central Idea</b> Stories follow a logical sequence.</p> <p><b>Key Social Studies Concepts:</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Past/ present</li> </ul>	<p><b>Central Idea</b> Scientific investigations can help me understand cause and effect.</p> <p><b>Key Science Concepts</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; contrast</li> <li>• Cause &amp; effect</li> <li>• Force</li> </ul>	<p><b>Central Idea</b> Different environments impact people’s daily lives.</p> <p><b>Key Social Studies Concepts</b></p> <ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Place</li> </ul>	<p><b>Central Idea</b> Animals have different structures that serve different wants and needs.</p> <p><b>Key Social Studies/ Science Concepts</b></p> <ul style="list-style-type: none"> <li>• Properties</li> <li>• Structure</li> </ul>