



## KINDERGARTEN ENGLISH LANGUAGE ARTS FRAMEWORK

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### EXPECTATIONS

#### WRITING EXPECTATIONS

Students will be expected to:

- Participate in shared research and writing projects
- 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.

## **LANGUAGE USAGE EXPECTATIONS**

To strengthen language skills, students are expected to complete grammar exercises, based on grade level content, on a daily basis.

## **SPEAKING AND LISTENING EXPECTATIONS**

Students will be expected to:

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.

## **READING EXPECTATIONS**

Students will be expected to:

- Actively engage in group reading activities with purpose and understanding.

## **IT EXPECTATIONS**

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

[https://www.caislisbon.org/uploaded/Curriculum\\_links/2019-2020/IT\\_Skills\\_Scope\\_and\\_Sequence\\_by\\_Grade.pdf?](https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf?)

## **READING LIST**

### **WHOLE CLASS NOVELS**

- Dr. Seuss books as a monthly theme
- Kissing Hand by Penn, Audrey
- Best, Best Friends by Chodos-Irvine, Margaret
- When I was little by Jamie Lee Curtis
- Mitten by Jan Brett
- Wake me in Spring by Preller, James
- Papa, please get the moon for me by Carle, Eric
- But excuse me that is my book by Child, Lauren
- Whoops! But it wasn't me by Child, Lauren

### **LIT CIRCLE BOOKS**

- Wright Group publishing (Letters books) –Cutting, Jillian
- Wright Group publishing (Sunshine Collection – Cutting, Brian and Jillian
- Step into reading, Random House collection

## **HOOKED ON BOOKS**

- Rylant, Cynthia: The Bookshop Dog; Birthday Presents; Everyday Town; The Great Gracie Chase: Stop That Dog!

## **POEMS READ AS PART OF THE CURRICULUM**

- “Oh, Theodore! Guinea Pig” poems by Susan Katz
- “You Read to Me, I’ll read to You” By Mary Ann Hoberman
- “Here’s a little poem” by Jane Yolen and Andrew Fusek Peters
- More pocket poems by Bobby Katz

## **DRAMA/PLAYS**

- The three little pigs
- The little red hen
- We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury

## **INFORMATIONAL TEXTS (USED IN ELA)**

- Class set- “Oceans Alive” by Scholastic
- Start-Up Science: Hot and Cold by Jack Challoner
- Day and Night by Joy Richardson
- Earth by Carme Sole Vendrell
- Series: Life Cycle of a – Fridell, Ron; Walsh, Patricia; Vigliano, Adrian (General Editor)
- Series: Rookie Read-About Science – Fowler, Allan
- Series: Start-Up Science- Challoner, Jack
- Infant School Atlas, David Wright Rachel Noonan
- Be a Good Leader, Jennifer Overend Prior
- Good and Services Around Town, Heather E. Schwartz
- Jobs Around Town, Shelley Buchanan
- Earning Money, Shelley Buchanan
- All About Money, Sharon Coan
- Follow That Map, Sharon Coan
- Rules at School, Sharon Coan
- Rules at Home, Sharon Coan
- Getting Around Town, Sandy Phan
- I Can Help, Anthony Robinson
- Be Fair, Jennifer Overend Prior
- I Am a Good Citizen, Sharon Coan
- We Work at School, Sharon Coan
- Respect the Rules, Gail Skroback Hennessey
- What Makes a Family, Diana Kenney
- Giving Thanks, Sharon Coan
- Life at Home, Sharon Coan

## **PERFORMANCE INDICATORS**

### **READING LITERATURE**

With prompting and support, ask and answer questions about key details in a text. DOK 1 E

With prompting and support, retell familiar stories, including key details. DOK 1 E

With prompting and support, identify characters, settings, and major events in a story. DOK 1 E

Recognize common types of texts. DOK 1 E

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. DOK 1 E

With prompting and support, describe the relationship between illustrations and the story in which they appear. DOK 2 E

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. DOK 2 E

### **READING INFORMATIONAL TEXT**

With prompting and support, ask and answer questions about key details in a text. DOK 1 E

With prompting and support, identify the main topic and retell key details of a text. DOK 1 E

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. DOK 2 E

Identify the front cover, back cover, and title page of a book. DOK 1 E

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. DOK 1 E

With prompting and support, describe the relationship between illustrations and the text in which they appear. DOK 2 E

With prompting and support, identify the reasons an author gives to support points in a text. DOK 2 E

With prompting and support, identify basic similarities in and differences between two texts on the same topic. DOK 2, 3 E

### **READING FOUNDATIONAL SKILLS**

Demonstrate understanding of the organization and basic features of print. DOK 1 E

Demonstrate understanding of spoken words, syllables, and sounds. DOK 1 E

Know and apply grade-level phonics and word analysis skills in decoding words. DOK 1 E

Read emergent-reader texts with purpose and understanding. DOK 1 E

### **WRITING**

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. DOK 1, 2 E

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. DOK 1 E

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. DOK 2, 3 E

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. DOK 1, 2 E

### **SPEAKING AND LISTENING**

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. DOK 2  
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

DOK 2

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

DOK 1 E

Speak audibly and express thoughts, feelings, and ideas clearly. DOK 1, 2

### **LANGUAGE**

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

DOK 1 E

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. DOK 1, 2

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. DOK 1, 2