

English / Language Arts Philosophy

We feel it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills, that is, the ability to read, write, speak, listen, view critically, and use technology, are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential. We organize our classes in a manner that strives to meet the individual needs of each student. New programs have been implemented at the district and school levels to help ensure that our students meet this goal.

The teaching of values is one of the underlying purposes for studying literature. It is one of the many responsibilities of public education to produce students who are, at the very least, aware of the values that are the foundation of our society. We feel that students must have developed communication skills in order to fully comprehend, evaluate, and express these values.

In order for students to benefit from their education, they must be capable of understanding that their world goes beyond the limit of their own environment. It is our goal to make sure that they have the skills that enable them to make sound judgments about whatever it is that they encounter. The ability to do so is based upon a continual learning process, which has as its foundation the ability to analyze various forms of communication and to arrive at valid conclusions based upon that analysis.

We realize that our students arrive with a unique set of personal experiences that not only impact how they view the world, but also impact how they will analyze it. It is our goal to expand those experiences and hone those analytical skills so that all of our students can reach their full potential and experience success.

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Phonemic Awareness

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-9 Students will demonstrate phonemic awareness and apply phonological knowledge and skills by...</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-9.1 *Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)(Local) SF K.1: 80, 102, 226, 267, 292, 331 K.2: 17, 19, 117, 141, 171, 203, 235, 297, 351 K.3: 31, 79, 109, 141, 171, 203, 233, 265, 327, 357 K.4: 17, 47, 79, 143, 173, 237, 283, 331, 363 K.5: 17, 47, 79, 111, 165, 205, 237, 283, 347 K.6: 17, 47, 79, 141, 203, 235, 289, 329, 361</p> <p>R-K-9.3 *Isolating phonemes in single syllable words (e.g. “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop’) (Local) SF K.1: 270, 309, 354, 371 K.2: 16, 78, 171, 218, 266, 305, 350 K.3: 16, 55, 100, 154, 202, 264, 303, 365 K.4: 16, 78, 156, 181, 220, 290, 330, 371 K.5: 16, 55, 142, 181, 220, 268, 299, 330, 354, 371 K.6: 16, 78, 117, 179, 266, 297, 328, 361</p>	<ul style="list-style-type: none"> *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards Pattern Books *Phonics Activities CD-ROM *Phonics and Word Building Board and Letters *Phonics Activities Mats *Phonics Songs and Rhyme Audio CD *Phonics and Rhyme Flip Chart *Picture Word Cards Plastic Letter Tiles *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Phonemic Awareness

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-9 Students will demonstrate phonemic awareness and apply phonological knowledge and skills by...</p>	<ul style="list-style-type: none"> *Selection Tests *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-9.5 *Recognizing pairs of rhyming words (Local) SF K.1: 16, 40, 49, 57, 102, 111, 146, 170, 176, 178, 188 K.2: 13, 53, 75, 115, 199, 263, 299 K.3: 13, 75, 144, 166, 174, 323, 334-339 K.4: 13, 25-29, 75, 139, 151-155, 201, 265, 327 K.5: 13, 75, 87-93, 151-155, 201, 265, 339-344 K.6: 137, 199, 263</p>	<ul style="list-style-type: none"> *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards Pattern Books *Phonics Activities CD-ROM *Phonics and Word Building Board and Letters *Phonics Activities Mats *Phonics Songs and Rhyme Audio CD *Phonics and Rhyme Flip Chart *Picture Word Cards Plastic Letter Tiles *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Concepts of Print

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-10 Students will demonstrate understanding of concepts of print during shared or individual reading</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-10.1 *Distinguishing between printed letters and words (Local) SF K.1: 17, 103, 167, 206, 271, 293, 302 K.2: 12, 80, 164, 281, 360 K.3: 18, 80, 142, 217, 296, 350 K.4: 12, 95, 144, 230, 347, 364 K.5: 18, 104, 230, 332, 364 K.6: 18, 102, 204, 268, 362</p> <p>R-K-10.2 *Follow text with finger pointing (e.g. charts, simple books), demonstrating left-to-right and top-to-bottom directionality (Local) SF K.1: 17, 119, 206, 272, 302 K.2: 12, 93, 172, 281, 360 K.3: 18, 102, 204, 288, 350 K.4: 12, 95, 174, 283, 364 K.5: 18, 104, 206, 300, 356 K.6: 12, 102, 204, 290, 362</p> <p>R-K-10.3 *Identify the first and last parts of a word (beginning/end of the word) SF K.1: 14, 150, 268, 364 K.2: 17, 117, 219, 281, 359 K.3: 31, 109, 217, 327, 357 K.4: 17, 95, 173, 283, 363 K.5: 17, 95, 173, 283, 3 K.6: 17, 93, 171, 281, 361</p>	<ul style="list-style-type: none"> *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards Pattern Books *Phonics Activities CD-ROM *Phonics and Word Building Board and Letters *Phonics Activities Mats *Phonics Songs and Rhyme Audio CD *Phonics and Rhyme Flip Chart *Picture Word Cards Plastic Letter Tiles *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Concepts of Print

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-10 Students will demonstrate understanding of concepts of print during shared or individual reading</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-10.4 *Identify key parts of a book: front and back, print, illustrations (Local) SF K.1: 14, 150, 268, 364, K.2: 14, 108, 200, 360 K.3: 14, 110, 234, 358, K.4: 14, 140, 276, 364 K.5: 17, 95, 173, 283, 363 K.6: 14, 108, 228, 362</p> <ul style="list-style-type: none"> *Shared Reading *Guided Reading *Morning Message *<i>Literacy Collaborative Phonics</i> 	<ul style="list-style-type: none"> *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards Pattern Books *Phonics Activities CD-ROM *Phonics and Word Building Board and Letters *Phonics Activities Mats *Phonics Songs and Rhyme Audio CD *Phonics and Rhyme Flip Chart *Picture Word Cards Plastic Letter Tiles *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-1 Students will apply word identification and decoding strategies (leading to automaticity)</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation *Dolch checklists *Alphabet chart *Alphabet flashcards *Assessments of Letter Sounds p.100/101 	<p>R-K-1.1 *Demonstrate a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local) SF K.1: 292, 301, 333 K.2: 17, 79, 117, 155, 203, 235, 289, 329, 359</p> <p>R-K-1.4 *Read high frequency words , including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences) (Local) SF K.1: 16, 50, 95, 119, 167, 206, 240, 285, 309, 355 K.2: 17, 55, 101, 155, 203, 236, 289, 329, 367 K.3: 17, 55, 101, 155, 203, 234, 287, 327, 365</p> <p>R-K-1.5 * Recognize and name all upper and lower case letters (Local) SF K.1: 32, 57, 119, 158, 175, 223, 247,285,347 K.2: 17, 47, 79, 108, 163, 217, 265, 295, 349 K.3: 17, 79, 109, 163, 217, 265, 295, 349 K.4: 17, 79, 157, 205, 236, 299, 355 K.5: 17, 47, 143, 173, 283, 347, 363 K.6: 17, 47, 141, 219, 361</p>	<ul style="list-style-type: none"> *AlphaBuddy Bear Puppet *Amazing Word Posters *High Frequency Word Chart *High Frequency Word Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Activities CD ROM *Phonics Songs and Rhymes *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards *Pattern Books *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-1 Students will apply word identification and decoding strategies (leading to automaticity)</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation *Dolch checklists *Alphabet chart *Alphabet flashcards *<i>Assessments of Letter Sounds p.100/101</i> 	<p>R-K-1.6 * Identify the primary sounds represented by most letters (sound-symbol correspondence)(Local) SF K.1: 271, 301, 333, 363 K.2: 38-39, 79. 109-110, 171, 226-227, 266, 305, 350-351 K.3: 17-18, 55, 100, 141, 171-172 216-217, 242-243, 286-287 365 K.4: 17, 56-57, 111-112, 220-221 282-283, 308-309. 354-355 K.5: 17, 56-57, 102-103, 143, 182-183, 246-247, 397-308, 363-364 K.6: 17, 56-57, 109-110, 171-172, 218-219, 267, 306-307, 370-371 *Alliteration poems to read and illustrate letter sounds *Arm spelling *Environmental Print *Bingo games *Shared Reading *Guided Reading *Poems and songs</p>	<ul style="list-style-type: none"> *AlphaBuddy Bear Puppet *Amazing Word Posters *High Frequency Word Chart *High Frequency Word Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Activities CD ROM *Phonics Songs and Rhymes *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards *Pattern Books *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Vocabulary Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-2 Students will identify the meaning of unfamiliar vocabulary</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-2.1 *Use strategies to unlock meaning (e.g. activate prior knowledge, using cues, using context cues, or asking questions) (Local) SF K.1-6: 13, 45, 85, 115, 157, 199 233, 273, 302, 345</p> <ul style="list-style-type: none"> *Read Alouds *Shared Reading *Guided Reading *Leveled Texts *Questioning *Brainstorming *Use of story illustrations 	<ul style="list-style-type: none"> *AlphaBuddy Bear Puppet *Amazing Word Posters *High Frequency Word Chart *High Frequency Word Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Activities CD ROM *Phonics Songs and Rhymes *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards *Pattern Books *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Breadth of Vocabulary

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-3 Students will show breadth of vocabulary understanding of word meanings or relationships</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-3.1 *Identify synonyms and antonyms (e.g., big/large; hot/cold)) to connect new words to known words. (Local) EXAMPLE: What word means the same as ____? This objective is primarily taught in Grade 1; however, the objective is introduced in the following pages. SF K.2: 269, 282, 294, 353 K.3: 59, 165, 245, 301</p> <p>R-K-3.2 *Demonstrate knowledge of basic concepts (i.e.: common words that describe position in space and time, such as :over, between, after, behind) (Local) SF K.1: 13, 47, 97, 228, 329, 369 K.2: 20, 60, 156, 205, 237, 282 353 K.3: 334-339 K.4: 143, 205, 245 K.5: 17, 48, 95 K.6: 13, 45, 85, 115, 160, 199, 233, 273, 303</p>	<ul style="list-style-type: none"> *AlphaBuddy Bear Puppet *Amazing Word Posters *High Frequency Word Chart *High Frequency Word Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Activities CD ROM *Phonics Songs and Rhymes *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards *Pattern Books *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.htm

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Breadth of Vocabulary

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-3 Students will show breadth of vocabulary understanding of word meanings or relationships</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-3.3 *Organize words by category (e.g., sorting pictures or objects into groups) (Local) SF K.1: 13, 47, 97, 228, 329, 369 K.2: 20, 60, 156, 205, 237, 282 353 K.3: 334-339 K.4: 143, 205, 245 K.5: 17, 48, 95 K.6: 13, 45, 85, 115, 160, 199, 233, 273,303</p> <ul style="list-style-type: none"> *Sort pictures or objects into groups *Guided Reading *Shared Reading *Morning Message *Brainstorm and list *Picture match 	<ul style="list-style-type: none"> *AlphaBuddy Bear Puppet *Amazing Word Posters *High Frequency Word Chart *High Frequency Word Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Activities CD ROM *Phonics Songs and Rhymes *Alphabet Cards *Alphabet Chart *Animal ABC Activity Cards *Finger Tracing Cards *Pattern Books *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-4 Students will demonstrate initial understanding of elements of literary texts read aloud</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-4.1 *Identify characters in a story (Local) SF K.1: 15, 48, 101, 269, 291, 312 K.2: 24-29, 148-153, 274-279, 336-341 K.3: 24-29, 148-153, 272-277, 334-339 K.4: 203, 227, 248 K.5: 24-29, 148-153, 274-279, 336-343 K.6: 77, 108, 206, 231, 248</p> <p>R-K-4.2 *Respond to simple questions about a book's content (e.g., What did that hungry caterpillar eat?) (Local) EXAMPLES (of responses): drawing, reenacting parts of a story, etc. SF K.1: 25-30, 150-157, 279-283, 341-344 K.2: 24-29, 148-153, 274-279, 336-341 K.3: 24-29, 148-153, 272-277, 334-339 K.4: 24-29, 150-155, 276-281, 338-345 K.5: 24-29, 148-153, 274-279, 336-343 K.6: 24-29, 148-153, 274-279, 336-343</p>	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-4 Students will demonstrate initial understanding of elements of literary texts read aloud</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-4.3 *Generate questions during read alouds (Local) SF K.1: 25-30, 150-157, 279-283, 341-344 K.2: 24-29, 148-153, 274-279, 336-341 K.3: 24-29, 148-153, 272-277, 334-339 K.4: 24-29, 150-155, 276-281, 338-345 K.5-6: 24-29, 148-153, 274-279, 336-343</p> <ul style="list-style-type: none"> *Re-reads *Venn diagrams and other graphic organizers *Class discussions *Read Alouds *Shared Reading *Interactive Reading 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-5 Students will analyze and interpret elements of literary texts and read alouds, citing evidence where appropriate</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-5.1 *Make prediction about what might happen next (Local) SF K.1: 15, 141, 269, 331 K.2: 15, 77, 139, 265, 327 K.3: 15, 77, 201, 263, 325 K.4: 15, 77, 141, 267, 329 K.5: 15, 77, 141, 203, 267, 292, 329 K.6: 15, 77, 139, 201, 265, 327</p> <p>R-K-5.2 *Identify characteristics of main characters (Local) SF K.1: 25-30, 150-157, 279-283, 341-344 K.2: 24-29, 148-153, 274-279, 336-341 K.3: 24-29, 148-153, 272-277, 334-339 K.4: 24-29, 150-155, 276-281, 338-345 K.5: 24-29, 148-153, 274-279, 336-343 K.6: 24-29, 148-153, 274-279, 336-343</p> <ul style="list-style-type: none"> *Brainstorming *Questioning *Class discussions *Charting *Guided Reading *Shared Reading *Interactive Reading *Venn diagrams 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten
Goal: Generates a Personal Response

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-16 * Students will generate a personal response to what is read aloud through a variety of means</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-16.1 *Compare stories or other texts to personal experiences, prior knowledge, which might include other texts SF K.1: 13, 77,139, 203, 267, 329 K.2: 13, 75, 137, 199, 263, 325 K.3: 13, 75, 137, 199, 261, 323 325 K.4,5: 13, 75, 139, 201, 265, 327 K.6: 13, 75, 137, 199, 263, 325</p> <ul style="list-style-type: none"> *Guided Reading *Shared Reading *Interactive Reading *Venn diagrams *Drawing a response *Journal writing 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-7 Students will demonstrate initial understanding of informational texts read aloud (Expository and practical texts)</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-7.1 * Obtain information, using texts features such as title and illustrations (Local) -Example: From the picture on the cover, what do we think this book will tell us? SF K.1: 14, 101, 165, 229, 302, 365 K.2: 14, 76, 138, 200, 264, 326 K.3: 14, 76, 138, 200, 262, 324 K.4,5: 14, 76, 140, 202, 266, 328 K.6: 14, 76, 138, 200, 264, 326</p> <p>R-K-7.2 * Use explicitly stated information to answer questions -Example: So, what did we learn about what owls eat? SF K.1: 25-30, 150-7, 279-83,341-4 K.2: 24-9, 148-53, 274-9, 336-41 K.3: 24-9, 148-53, 272-7, 334-9 K.4: 24-9, 150-5, 276-81, 338-45 K.5,6: 24-9, 148- 53, 274-9, 336-43</p> <p>R-K-7.4 * Generate questions during read alouds (Local) SF K.1: 25-30, 150-7, 279-83, 341-4 K.2: 24-29, 148-153, 274-279, K.3: 24-9, 148-53, 272-7, 334-9 K.4: 24-9, 150-5, 276-81, 338-45 K.5: 24-9, 148-53, 274-9,336-43 K.6: 24-9, 148-53, 274-9, 336-43</p> <ul style="list-style-type: none"> *Guided Reading *Shared Reading *Interactive Read-alouds *Response in a writing center 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Analysis and Interpretation of Informational Texts/ Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-8 Students will analyze and interpret informational text read aloud, citing evidence as appropriate</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation *Draw/ Write a response 	<p>R-K-8.1 * Tell what was learned (Local) EXAMPLE: Draw a picture of something you've learned from this story about dogs. SF K.1:34, 96, 145, 160, 224, 313, 350 K.2: 32, 94, 156, 220, 282, 344 K.3: 32, 94, 156, 218, 280, 344 K.4: 32, 96, 158, 222, 284, 348 K.5: 32, 94, 156, 222, 282, 346 K.6: 32, 94, 156, 220, 282, 346</p> <p>*Make basic inferences (Local) -EXAMPLE: From what we just read, what kinds of foods will help you to stay healthy? SF K.1: 25-30,150-7, 279-83, 341-4 K.2: 24-9, 148-53, 274-9, 336-41 K.3: 24-9, 148-53, 272-7, 334-9 K.4: 24-9, 150-5, 276-81, 338-45 K.5: 24-9, 148-53, 274-9, 336-43 K.6: 24-9, 148-53, 274-9, 336-43</p> <ul style="list-style-type: none"> *Write / Draw a response *Questioning 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

English/Language Arts
Hinsdale Elementary School

Grade Level: Kindergarten

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-12 Students will demonstrate ability to monitor comprehension and strategy use for different types of texts</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>R-K-12.1 *Notice when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) (Local) SF K.1: 14, 78, 140, 204, 268, 330 K.2: 14, 76, 138, 200, 264, 326 K.3: 14, 76, 138, 200, 262, 324 K.4: 14, 76, 140, 202, 266, 328 K.5: 14, 76, 140, 202, 266, 328 K.6: 14, 76, 138, 200, 264, 326</p> <p>R-K-12.2 *Use pictures, syntax or repetitive language patterns to help predict upcoming words (Local) SFK1: 13, 24-30, 88-93, 150-7, 214-21, 277, 329, 340-4 K.2: 13, 92, 137, 199, 211-6, 325, 342 K.3: 13, 24-9, 151-5, 220, 282, 346 K.4: 13, 87-92, 151-5, 265, 327, 346 K.5: 13, 94, 220, 327, 346 K.6: 13, 137, 154, 218, 325, 344</p> <ul style="list-style-type: none"> *Class discussions *Guided Reading *Shared Reading *Read alouds *Brainstorming 	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

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Goal: Reading Comprehension Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-K-13 Students will use comprehension strategies (flexibly and as needed) while listening to literary or informational text</p>	<ul style="list-style-type: none"> *Assessment Handbook *Baseline Group Tests *Dibels Assessment *Unit and End-of-Year Benchmark Assessments *Teacher Observation 	<p>EXAMPLES of reading comprehension strategies might include:</p> <ul style="list-style-type: none"> *Using prior knowledge *Predicting and making simple text-based inferences *Generating clarifying questions *Constructing sensory images (e.g., making pictures in one's mind) *Making connections(text to self, text to text, and text to world) <p>SF K.1: 25-30, 150-157, 279-283, 341-344 K.2: 24-29, 148-153, 274-279, 336-341 K.3: 24-29, 148-153, 272-277, 334-339 K.4: 24-29, 150-155, 276, 281, 338-345 K.5: 24-29, 148-153, 274,-279, 336-343 K.6: 24-29, 148-153, 274-279, 336-343</p>	<ul style="list-style-type: none"> *Big Books *Read Aloud Trade Books *Concept Literacy Leveled Readers *Independent Leveled Readers *Kindergarten Student Readers *Listen to Me Readers *Online Leveled Reader Database *Decodable Readers *Reading Practice Book *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Sing With Me/ Background Building Audio CD *Online Story Sort *www.pearsonsuccessnet.com *http://www.scsk12.org/SCS/subject-areas/Kindergarten-Kove/Welcome.html

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Goal: Structures of Language – Applying Understanding of sentences, paragraphs, text structure

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-1 Students will demonstrate command of the structures of sentences, paragraphs, and text</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>W-K-1.1 * Express an idea using pictures and letters (Local) SF K.1: 19, 61, 123, 187, 233, 273 295, 313 K.2: 19, 72, 121, 183, 220, 269, 299,353 K.3: 19, 81, 121, 183, 227, 267, 307, 369 K.4: 32, 96, 123, 175, 222, 284, 348, 375 K.5: 32, 94, 123, 185, 249, 301, 348, 375 K.6: 32,94, 121, 183, 247, 309, 355, 373</p> <ul style="list-style-type: none"> *Respond to a piece of literature *Letter writing to another person *Shared writing a predictable chart *Class books *Journal writing *Writing Workshop *Morning Message 	<ul style="list-style-type: none"> *<i>Month by Month Reading for Kindergarten</i> * Writing Workshop *Reading and Writing in Kindergarten (a practical guide) *Daily Fix –It Transparencies *Collins Writing

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Goal: Writing in Response to Literary or Informational Text –Showing understanding of ideas in text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-2 Students will show understanding of plot, ideas and concepts</p>	<p>*Writing samples *journal writing *observation *Collins FCAs</p>	<p>* Draw /label a favorite part of a story SF K.1: 19, 61, 123, 187, 233, 272 295, 313 K.2: 19, 72, 121, 183, 220, 269 299, 353 K.3: 19, 81, 121, 183, 227, 267 307, 369 K.4: 32, 96, 123, 175, 222, 284 348, 375 K.5: 32, 96, 123, 185, 249, 301 348, 375 K.6: 32, 94, 121, 183, 247, 309 355, 373 * journal writing *writing center</p>	<p>*Daily Fix –It Transparencies *Collins Writing</p>

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Goal: Habit of Writing: Uses a writing process

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-10 Students will use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>*Students will use prewriting and drafting</p> <p>SF K.1: 19, 83, 145, 209, 273, 335 K.2: 19, 81, 143, 205, 269, 331 K.3: 19, 81, 143, 205, 267, 329 K.4: 19, 81, 145, 207, 271, 333 K.5: 19, 81, 145, 207, 271, 333 K.6: 19,81, 143, 205, 269, 331</p> <ul style="list-style-type: none"> *writing workshop *graphic organizers *topic list *peer/share *brainstorm a writing checklist 	<ul style="list-style-type: none"> *Daily Fix –It Transparencies *Collins Writing

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Goal: Writing in response to Literary or Informational texts –Making Analytical Judgments about text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-3 In response to literary or informational text read aloud, students will make and support analytical judgment about text</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>W-k-3.1 *Use prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)(Local) SF K.1: 61, 123, 187, 251, 325 K.2: 59, 121, 183, 247, 309, 371 K.3: 59, 121, 183, 245, 307, 369 K.4+5: 59, 123, 185, 249, 311 375 K.6: 59, 121, 183, 247, 309, 373</p> <p>*Example: Show a way the lady bugs ...</p> <p>* Shared writing of a predictable chart to answer what the question asks after reading a piece of text</p> <p>*Writing Workshop</p>	<ul style="list-style-type: none"> *Daily Fix –It Transparencies * <i>Month by Month Reading and writing for Kindergarten</i> * <i>Reading and Writing in Kindergarten (A practical guide)</i> *Collins Writing

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Goal: Narrative Writing –Creating a story line and applying narrative strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-4 In narratives, students will organize and relate a story line/plot/series of events</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<ul style="list-style-type: none"> *Use pictures to create an understandable story line, when given a structure (pictures may include labels) *Draw a picture that tells a story about your family. *Given a picture, a student is asked to tell a story about what’s happening in the picture SF K.1: 19, 61, 123, 187, 233, 273, 295, 313 K.2: 19, 72, 121, 183, 220, 269, 299, 353 K.3: 19, 81, 121, 183, 227, 267, 307, 369 K.4: 32, 96, 123, 175, 222, 284, 348, 375 K.5: 32, 96, 123, 185, 249, 301, 348, 375 K.6: 32, 94,121,183, 247,309,355, 373 *Flannel board *Sequence four picture cards and retell the story *Express ideas and recognize that experiences and stories can be written about * Identify/naming character(s) *Brainstorming Interactive writing *Shared writing *Match characters to their description 	<ul style="list-style-type: none"> *Daily Fix –It Transparencies * <i>Month by Month Reading</i> *Flannel board and pieces *sequencing cards *quality literature *Graphic organizers * Venn diagrams *Collins Writing

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Goal: Informational writing (reports, procedures, or persuasive writing) – Organizing and conveying information

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-6 In informational writing (reports or procedures) students will organize ideas/concepts</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>W-K-6.1 *Name or label objects or places SF K.1: 19,61, 123, 187, 233, 273 295, 313 K.2: 19,72, 121, 183, 220, 269 299, 353 K.3: 19,81, 121, 183, 227, 267 307, 369 K.4: 32, 96, 123, 175, 222, 284 348, 375 K.5: 32, 96, 123, 185, 249, 301 348, 375 K.6: 32, 94, 121, 183, 247, 309 355, 373</p> <ul style="list-style-type: none"> *Independent writing * journal writing *Graphic organizers *Venn diagrams *sequence pictures * writing a recipe 	<ul style="list-style-type: none"> *Daily Fix –It Transparencies *Collins Writing

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Goal: Informational Writing (reports, procedures, or persuasive writing) – Using Elaboration Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-8 In informational writing (reports or procedures only) students will demonstrate use of a range of elaboration strategies</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>W-K-8.1 *Identify details/information related to topic or to a given focus (pictures may include labels) SF K.1: 19,43, 83, 105, 145, 169 209, 273, 357 K.2: 19,43, 105, 177, 241, 335 K.3: 103, 205, 289, 307, 329 K.4: 19, 81, 207, 271, 283, 357 K.5: 158, 271 K.6: 59, 103, 291</p> <ul style="list-style-type: none"> *My _____ is best because... *Writing Workshop *Modeled writing *"Tell me more about..." at share time 	<ul style="list-style-type: none"> *Daily Fix –It Transparencies *<i>Reading and Writing in Kindergarten</i> *Collins Writing

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Goal: Writing Conventions – Applying rules of grammar, usage, and mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-K-9 In independent writing, students demonstrate command of appropriate English spelling conventions</p>	<ul style="list-style-type: none"> *Writing samples *journal writing *observation *Collins FCAs 	<p>W-K-9.5</p> <p>*Use phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds)(Local)</p> <p>SF K.1: 19, 61, 123, 187, 233, 273 295, 313</p> <p>K.2: 19,72, 121, 183, 220, 267 269, 299, 353</p> <p>K.3: 19, 81, 121, 183, 227, 267, 307, 369</p> <p>K.4: 32, 96, 123, 175, 222, 284, 348 375</p> <p>K.5: 32, 96, 123, 185, 249, 301, 348 375</p> <p>K.6: 32, 94, 121, 183, 247, 309, 355 373</p> <ul style="list-style-type: none"> *write first and last name *Interactive writing *Brainstorm lists / charts *Writing Workshop 	<ul style="list-style-type: none"> *Daily Fix –It Transparencies *word wall *alphabet chart *room labels *dictionaries *Collins Writing

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Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-K.1 In oral communication, students demonstrate interactive listening</p>	<ul style="list-style-type: none"> * Informal observations *Reading Street *Assessment Handbook 	<p>OC-K-1.1 *Follow instructions, directions, or explanations SF K.1: 44 K.2: 50, 82, 104, 112, 122 K.3: 51, 158 K.4: 20, 42, 50, 60 K.5: 42, 50, 60, 106, 114, 124 K.6: 348</p> <p>OC-K-1.2 *Listen and react to stories, songs, or poems SF K.1: 13, 55, 100, 139, 173, 213 278, 300, 352 K.2: 14, 53, 107, 147, 177, 218 273, 303, 365 K.3: 13, 53, 107, 147, 170, 209 271, 301, 355 K.4: 14, 46, 101, 149, 171, 202 265, 305, 353 K.5: 13, 45, 100, 149, 171, 201 266, 305, 361 K.6: 13, 45, 115, 147, 170, 210 263, 303, 367</p> <ul style="list-style-type: none"> *Join in familiar songs, poems, or chants *Communicate about basic concepts (e.g., size, color, number) *Tell stories about pictures or books 	<ul style="list-style-type: none"> *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Songs and Rhymes

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Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-K.1 In oral communication, students demonstrate interactive listening</p>	<ul style="list-style-type: none"> * Informal observations *Reading Street *Assessment Handbook 	<p>OC-K-1.5 *Wait for appropriate turn to speak SF K.1: 13, 75, 137, 171, 201, 243 305, 367 K.2: 13, 75, 137, 174, 225, 263, 303, 365 K.3: 13, 75, 137, 177, 225, 261, 301, 363 K.4: 13, 75, 139, 179, 227, 265 305, 369 K.5: 13, 75, 139, 179, 227, 265, 305, 376 K.6: 13, 75, 137, 177, 225, 263, 303, 367</p> <ul style="list-style-type: none"> *circle /sharing time * Show and Tell 	<ul style="list-style-type: none"> *Retelling Cards *Talk With Me, Sing With Me Chart *Audio Text CDs *Phonics Songs and Rhymes

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PreK	<ul style="list-style-type: none"> -Left to right -Top to bottom 	<ul style="list-style-type: none"> -1-2 details -Label picture -Draw favorite character -Draw favorite part of story 	<ul style="list-style-type: none"> -2-5 colors -Picture as big as your hand 	<ul style="list-style-type: none"> -First Name -Correct letter formation
K	<ul style="list-style-type: none"> -Left/Right -Finger Spacing -Beginning/Middle/End 	<ul style="list-style-type: none"> -Label drawing/ Letter correlation -Picture w/2-5 details -Label drawing/write sentence 	<ul style="list-style-type: none"> -Use 2-5 colors -Picture as big as Hand -1 naming /1 action/ 1 describing word in sentence 	<ul style="list-style-type: none"> -First and last name -Capitalize first word in sentence & Ending punctuation -Correct letter and number formation
1	<ul style="list-style-type: none"> -Left to right -Sequence beginning, middle and end -Topic sentence 	<ul style="list-style-type: none"> -Label drawing/writing 3-5 sentences -Graphic organizer/Thinking Maps -20+ words within sustained writing period 	<ul style="list-style-type: none"> -Picture big as your hand -At least 5 colors -1 naming/ 1 action/ 1 describing word -Vary beginning of sentence 	<ul style="list-style-type: none"> -Correct letter and number formation -Spacing -Capital and ending punctuation/complete sentences -Correct spelling including high frequency and amazing words -Word order and sentence structure makes sense

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2	<ul style="list-style-type: none"> -Topic sentence -restate the question -Steps in order 	<ul style="list-style-type: none"> -Stay on topic -Support topic sentence with details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Write a good strong sentence stressing all parts of speech -Use expanders 	<ul style="list-style-type: none"> -Capitals/punctuation -Legibility -Complete sentences -Word order and sentence structure makes sense -Correct spelling including high frequency and amazing words
3	<ul style="list-style-type: none"> -Topic sentence -Strong open/close -Transitions 	<ul style="list-style-type: none"> -3 facts with supporting details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Use sensory language -Write a good strong sentence stressing all parts of speech 	<ul style="list-style-type: none"> -Commas -Spelling “no excuse” words -Subject/verb agreement -Self and peer editing
4	<ul style="list-style-type: none"> -Topic sentence and 5 details and clincher -Intro and conclusion paragraph 	<ul style="list-style-type: none"> -5 sentences per paragraph with at least 3 facts/supporting details -Relevant supporting details -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety - Vivid language 	<ul style="list-style-type: none"> -Self and peer editing -Word order and sentence structure makes sense -Complete sentences

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5	<ul style="list-style-type: none"> -Topic sentence/5 details/clincher -Restate question -Ending restates focus/purpose -Sequence 	<ul style="list-style-type: none"> -5 details/evidence -Content vocabulary -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety -Vary word choice/unnecessary words -Vary topic sentence and clincher 	<ul style="list-style-type: none"> -Complete Sentences/Punctuation /Capitalization -Self edit
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