

McHenry School District #15



ELA

Year-At-A-Glance Guide

Kindergarten

On June 3rd, 4th, and 5th of 2015, McHenry Elementary School District 15 convened a group of teachers and administrators for the purpose of creating a document that would serve as a curricular and instructional resource for elementary teachers in the area of English Language Arts. A more specific intention of the document was to provide the necessary framework for MESD #15 to begin the creation of a more unified, cohesive and consistent progression of instruction in the area of English Language Arts. Furthermore, an additional point of the document was to serve as a location where teachers could synthesize the various materials, strategies, and resources available to them.

The following teachers and administrators comprised the group that completed the “Year-At-A-Glance” document that follows:

Kindergarten:

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Stephanie Mazza
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2nd Grade:

Jen DeBlock
Christine Diedrich
Gina Nicholls
Jen Wisniewski
Megan Young

3rd Grade:

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Davina Jozwiak
Kelly Reitz
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4th Grade:

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Alyson Kriewaldt
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5th Grade:

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Jenny Nelleson
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Principals:

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Stephanie Diaz
Fred Laudadio
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Lois Zalewski

A major effort of the above listed educators was the identification of Priority Standards for ELA in all areas of literacy (Reading Literature, Reading Informational, Foundational Skills, Speaking and Listening, Writing and Language). The purpose of this effort was to strategically narrow the scope of our instruction, align our areas of instructional emphasis, and identify the most essential learning objectives for our students that would, ultimately, establish a more unified and consistent focus for teaching and learning in the subject area of English Language Arts. This “Year-At-A-Glance Guide” is a result of the group’s diligent work. Included in it are:

1. The entirety of each grade level’s (K-5) New Illinois Learning Standards for English Language Arts.
2. Standards highlighted in green that the group identified as “Priority Standards.” These highlighted standards are viewed as standards that met the criteria of “Leverage,” “Rigor,” “Endurance” and are viewed as essential for teachers to emphasize and students to master.
3. Instructional vocabulary, derived directly from the standards that teachers should incorporate in their instruction throughout the year.
4. Big Ideas prevalent in each grade (to be worked on during the 15-16 school year)
5. Resource Bank (to be worked on during the 15-16 school year)

District 15 views this Year-At-A-Glance Guide as an ever-evolving and ever-improving document that teachers can and should refer to as an instructional and curricular resource. District 15 also views it as an integral initial step in our continual quest to improve and refine our English Language Arts curriculum.

Reading – Standards for Literature (RL)

Key Ideas and Details:

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

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

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of text (e.g. storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

RI.K.10	Actively engage in group reading activities with purpose and understanding.
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Reading Standards: Foundational Skills (RF)

Print Concepts

RF.K.1	Demonstrate understanding of the organization and basic features of print.
a	Follow words from left to right, top to bottom, and page by page.
b	Recognize that spoken words are represented in written language by specific sequences of letters.
c	Understand that words are separated by spaces in print.
d	Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a	Recognize and produce rhyming words.
b	Count, pronounce, blend, and segment syllables in spoken words.
c	Blend and segment onsets and rimes of single-syllable spoken words.
d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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Phonics and Word Recognition

RF.K.3	Know and apply grade level phonics and word analysis skills in decoding words.
a	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
b	Continue a conversation through multiple exchanges.
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.
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::	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Writing Standards(W)

Text Types and Purposes:

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...).
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.
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.

Production and Distribution of Writing

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

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

Language Standards (L)

Conventions of Standard English:

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a	Print many upper- and lowercase letters.
b	Use frequently occurring nouns and verbs.
c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
d	Understand and use questions words (interrogatives) (e.g., who, who, where, when, why, how).
e	Use the most frequent occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a	Capitalize the first word in a sentence and the pronoun I.
b	Recognize and name end punctuation.
c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Vocabulary Acquisition and Use:

L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).
b	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.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).
d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Learning / Big Ideas:

Overarching Standards:

- **RL.K.1/RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.10/RI.K.10** Actively engage in group reading activities with purpose and understanding.

Priority Standards

Reading

- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.4** Ask and answer questions about unknown words in a text.
- **RL.K.5** Recognize common types of text (e.g. storybooks, poems).
- **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the

Writing	<ul style="list-style-type: none"> • 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...). • 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. • 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. • W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • 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).
Speaking and Listening	<ul style="list-style-type: none"> • 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.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. • SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language	<ul style="list-style-type: none"> • L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. • L.K.5 With guidance and support from adults, explore word relationships and nuances in • L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Foundational Skills	<ul style="list-style-type: none"> • RF.K.1 Demonstrate understanding of the organization and basic features of print. • RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • RF.K.3 Know and apply grade level phonics and word analysis skills in decoding words. • RF.K.4 Read emergent-reader texts with purpose and understanding.

Instructional Vocabulary

answer, ask, audibly, author, basic features of print, capitalization, character, clarification, clearly, collaborative conversations, compare and contrast, compose, confirm, conversations, decoding, describe, description, differences, emergent reader text, events in the order, identify, identify , illustrations, information, informative/explanatory, key details, know, linked events, main topic, major, vents, multiple meaning words, narrative, opinion, orally, organization, peers, phonics, phrases, preference, procedures, punctuation, purpose, questions, reasons, recognize, relationship, research, responding, retell, same topic, setting, similarities, sounds (phonemes), spelling, spoken words, support, syllables, text, title, topics, types of text, understanding, unknown, word relationships, words

Resource Bank