

Developing lifelong learners and global citizens

<b>School Division:</b> ECE 3 (Kindergarten)	<b>Title of Course:</b> Language Arts	<b>Program Syllabus prepared by:</b> Sieneh Wold
	<b>Length of Course:</b> 1 year	

<p><b>Essential Questions:</b></p> <p>How do can we use phonics to blend words and understand what we read?</p> <p>How can we use our phonics to write about our lives and the stories we read</p> <p>What happened in the story I read? Can I tell someone the story?</p> <p>Does this book remind me of something that happened to me, in another book, or in the world?</p> <p>How do I explain this in English?</p>	<p><b>Activities:</b></p> <p>Learn poems, songs, chants, nursery rhymes and plays based on favorite stories and fairy tales</p> <p>Predict, evaluate and retell stories</p> <p>Use knowledge of phonemes to blend CVC words</p> <p>Read leveled readers</p> <p>Use knowledge of phonemes to write sentences about their experiences</p> <p>Use knowledge of phonemes to write responses to literature</p> <p>Memorize certain sight words</p> <p>Follow verbal directions to complete various tasks</p>
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Standard 1: Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
5	Uses emergent writing skills to write for a variety of purposes (e.g., to make lists, to send messages, to write stories) and to write in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)	Teacher observation Journal entries Play planners
6	Uses knowledge of letters to write or copy familiar words, such as own name	Teacher observation
7	Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)	Teacher observation
Standard 3: Uses grammatical and mechanical conventions in written compositions		
Benchmark	Description	Evidence of Mastery
2	Uses phonetic knowledge to spell simple words	Teacher observation Journal entries Play planners
Standard 5: Uses the general skills and strategies of the reading process		
Benchmark	Description	Evidence of Mastery

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5	Knows that print is read from left to right, top to bottom, and that books are read front to back	Teacher observation
8	Knows that print appears in different forms (e.g., labels, letters, storybooks) and serves different purposes (e.g. to inform)	Teacher observation
10	Predicts story events or outcomes, using illustrations and prior knowledge as a guide	Teacher observation
11	Uses emergent reading skills to “read” a story (e.g. gathers meaning from words and pictures)	Teacher observation, evaluation using leveled readers
12	Knows that books have titles, authors, and often illustrators	Skills check sheet
13	Uses visual and verbal clues, including pictures, to comprehend new words and stories	Teacher observation
14	Recognizes phonemes using merged Zoo-phonics letters	Skills check sheet
15	Recognizes phonemes for short vowels	Skills check sheet
Standard: 6 Uses reading skills and strategies to understand and interpret a variety of literary texts		
Benchmark	Description	Evidence of Mastery
1	Knows the sequence of events (e.g. beginning, middle and end) in a story	Picture worksheet on which students sequence the events in Three Little Pigs
4	Knows the difference between fact and fiction, real and make believe	Identify books from the library as fact or fiction, real or make believe
5	Relates stories to his/her own life and experience	Write sentences that relate stories to personal experiences
Standard: 8 Uses listening and speaking strategies for different purposes		
Benchmark	Description	Evidence of Mastery
3	Speaks expressively (e.g., uses different voices for various characters)	Teacher observation
4	Uses descriptive language(e.g., color words; size words such as bigger, smaller; shape words)	Teacher observation, Journals
5	Tells stories based on personal experience or make-believe	Teacher observation

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6	Asks questions to obtain information	Teacher observation
7	Answers simple questions	Teacher observation
8	Follows conversation rules(e.g., taking turns, making relevant comments; staying on topic) when talking with peers and adults	Teacher observation
9	Creates or acts out familiar stories, songs, rhymes, and plays in play activities	Teacher observation
10	Retells a story with attention to the sequence of main events	Teacher observation
13	Follows one and two step directions	Check sheet
16	Knows rhyming sounds and simple rhymes (e.g., identifies rhymes and rhyming sounds	Check sheet
17	Knows that words are made up of sounds (e.g., that words can begin alike, sound alike)	Check sheet
18	Knows that words are made up of syllables	Teacher observation
19	Listens to a variety of fiction, nonfiction, poetry, drama, rhymes and songs	Teacher observation
Standard: 1 Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
5	Uses emergent writing skills to write for a variety of purposes (e.g., to make lists, to send messages, to write stories) and to write in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)	Teacher observation Journal entries Play planners
6	Uses knowledge of letters to write or copy familiar words, such as own name	Teacher observation
7	Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)	Teacher observation
Standard: 3 Uses grammatical and mechanical conventions in written compositions		
Benchmark	Description	Evidence of Mastery
2	Uses phonetic knowledge to spell simple words	Teacher observation Journal entries

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		Play planners

**Grading:**

Student Grades will be determined as follows

Students will be graded on their ability to complete to mastery exit skills for quarter one as defined by Check sheet

**Resources**

Literature Resources: Houghton Mifflin, Zoo-phonics, Pearson Sing, Spell, Read, Write

Grammar Resources:

Additional Teacher Comments:

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2010-2011  
The Year of the Horse

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