

ESSENTIAL STUDENT UNDERSTANDINGS KINDERGARTEN

This example is from another school district and is just one way of organizing action around the essential outcomes and the four PLC questions:

- 1. What do we want each student to learn?**
- 2. How will we know when each student has learned it?**
- 3. How will we respond when a student experiences difficulty in learning?**
- 4. How will we respond when students already know or learn quickly what we want them to learn?**

READING		ESSENTIAL UNDERSTANDINGS
SEPT.	Identify letters Relate speech to print Relate pictures to print Book handling	Write letters and recognize them; know the order to letters and the sound match Parts of a book – concepts of print
OCT.	Rhyming Directionality of print: Left to right, top to Bottom, return sweep	Match pictures of rhyming words Generate their own words that rhyme
NOV.	Identify beginning, middle and ending of a story Distinguish between capital & lower case	Know the terms character, setting, problem, and solution in stories Match lower and uppercase letters and know the proper use of each
DEC.	Letter/sound correspondence Use picture clues to determine words	Understand sound/symbol relationships Begin to learn how to use a picture dictionary
JAN.	Concepts about books (author, illustrator, title, parts of books)	Understand the job of an author and an illustrator Identify the title page and parts of a book
FEB.	Word boundaries Recognize environmental print	Work in centers to recognize print around the room (Pizza Hut center, Grocery Store center) Use a poster or table cards to learn high-frequency words
MAR.	Recognize high-frequency words	Learn words from lists that are sent home
APR.	Discriminate between sounds Sound blending Sound matching	Students successfully do sound sorts
MAY	Story retelling	Know beginning, middle and end of a story Have a basic understanding of setting and main character

JUNE	Word family patterns	Be able to score at the benchmark on the PALS testing Demonstrate ability to spell with increasing accuracy
------	----------------------	--

ESSENTIAL STUDENT UNDERSTANDINGS KINDERGARTEN

READING	ASSESSMENT – HOW WE KNOW THEY LEARNED IT	
SEPT.	Identify letters Relate speech to print Relate pictures to print Book handling	Letter identification ECAP and PALS assessment Book handling
OCT.	Rhyming Directionality of print: Left to right, top to Bottom, return sweep	ECAP and informal observations (during calendar time, group instruction)
NOV.	Identify beginning, middle and ending of a story Distinguish between capital & lower case	Writing assignments (Book Buddies) to identify Beginning, Middle, End ECAP
DEC.	Letter/sound correspondence Use picture clues to determine words	ECAP Informal whole group observations Cover up Big Book words “Word detectives” Individual decoding
JAN.	Concepts about books (author, illustrator, title, parts of books)	Make a class book with the children as authors and illustrators
FEB.	Word boundaries Recognize environmental print	Journal writing (spacing) Resourcing words in the room
MAR.	Recognize high-frequency words	Use words in journals
APR.	Discriminate between sounds Sound blending Sound matching	Journal writing
MAY	Story retelling	ECAP – one on one with the

		teacher
JUNE	Word family patterns	Group lesson observations Little books with word families

ESSENTIAL STUDENT UNDERSTANDINGS KINDERGARTEN

READING		HOW WILL WE GIVE TIME AND SUPPORT TO THOSE WHO DIDN'T LEARN IT?
SEPT.	Identify letters Relate speech to print Relate pictures to print Book handling	Work Job activities Library book reading each morning Use books at the tables
OCT.	Rhyming Directionality of print: Left to right, top to Bottom, return sweep	Center activities Constant reading and pointing out rhyming in small group instruction
NOV.	Identify beginning, middle and ending of a story Distinguish between capital & lower case	Book Buddy help – beginning, middle and end Writing each day
DEC.	Letter/sound correspondence Use picture clues to determine words	Words of the month in small groups
JAN.	Concepts about books (author, illustrator, title, parts of books)	Constant reading at small group time and read-alouds
FEB.	Word boundaries Recognize environmental print	Read the room in small groups – usually students who need support and reinforcement
MAR.	Recognize high-frequency words	High-frequency words place in each tables' boxes for individual writing on a daily basis
APR.	Discriminate between sounds Sound blending Sound matching	Write on an individual basis with assistant or teacher Book Buddies are a great resource
MAY	Story retelling	One-on-one with the teacher or assistant Picture charts – use props

JUNE	Word family patterns	Prepare students for learning word family patterns next year
------	----------------------	--