|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Kindergarten ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and stories can be a source of creativity and joy.  Stories and other texts help us learn about ourselves and our families.  Everyone has a unique story to share.  Stories and other texts can be shared through pictures and words.  Through listening and speaking, we connect with others and share our world.  Playing with language helps us discover how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | | | | | | | | | | | | | | | | | | | | |
| **Stories and other texts can be told through pictures and words.** | | | | |  | | | | | **Playing with language helps us discover how language works.** | | | | | | | | **Through listening and speaking, we connect with others and share our world.** | | |
| **Content (Know)** | | | | | | | | | | | | | | | | | | | | |
| **The relationship between reading, writing and oral language.** | | | | | | | | | | | | | | | | | | | | |
| structure of story | reading strategies | writing processes | Concepts of print | Letter-sound correspondance (phonemic and phono-logical awareness) | structure of story | meta-cognitive strategies | writing processes | concepts of print | Letter formation | Literary elements and devices | Oral language strategies | Meta-cognitive strategies | Writing processes | Concepts of print | Letter-sound correspondance (phonemic and phonological awareness) | Letter formation | the relationship between reading, writing, and oral language | Reading strategies | Oral language strategies | Letter-sound correspondance (phonemic and phonological awareness) |
| *Inquiry Question/Theme* | | | | | *Inquiry Question/Theme* | | | | | *Inquiry Question/Theme* | | | | | | | | *Inquiry Question/Theme* | | |
| Use sources of information and prior knowledge to make meaning |  | | | | |  | | | | |  | | | | | | | |  | | |
| Use developmentally appropriate reading, listening, and viewing strategies to make meaning |  | | | | |  | | | | |  | | | | | | | |  | | |
| Explore foundational concepts of print, oral, and visual texts |  | | | | |  | | | | |  | | | | | | | |  | | |
| Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community |  | | | | |  | | | | |  | | | | | | | |  | | |
| Recognize the importance of story in personal, family, and community identity |  | | | | |  | | | | |  | | | | | | | |  | | |
| Use personal experience and knowledge to connect to stories and other texts to make meaning |  | | | | |  | | | | |  | | | | | | | |  | | |
|  | Recognize the structure of story |  | | | | |  | | | | |  | | | | | | | |  | | |
| Create and Communicate | Exchange ideas and perspectives to build shared understanding |  | | | | |  | | | | |  | | | | | | | |  | | |
| Use language to identify, create, and share ideas, feelings, opinions, and preferences |  | | | | |  | | | | |  | | | | | | | |  | | |
| Create stories and other texts to deepen awareness of self, family, and community |  | | | | |  | | | | |  | | | | | | | |  | | |
| Plan and create stories and other texts for different purposes and audiences |  | | | | |  | | | | |  | | | | | | | |  | | |
| Explore oral storytelling processes |  | | | | |  | | | | |  | | | | | | | |  | | |