

Kindergarten - ELA Planning Cards



:print instructions: 2-sided print(back-to-back); select long edge binding/flip on long edge setting
:cut the planning cards to help plan units, projects, inquiries, etc.

Language and stories can be a source of creativity and joy.

Stories help us learn about ourselves and our families.

Stories and other texts can be shared through pictures and words.

Everyone has a unique story to share.

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.

**Kindergarten
Big Ideas**

Understand

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<p>Use sources of information and <u>prior knowledge</u> to make meaning</p> <p>:personal stories and experiences</p>	<p>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</p> <p>:examples include distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, and making connections to self</p>	<p>Explore <u>foundational concepts of print, oral and visual texts</u></p> <p>:concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, and role-playing</p>	<p><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></p> <p>:connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand</p>
<p>Recognize the importance of <u>story</u> in personal, family, and community identity</p>	<p>Use personal experience and knowledge to connect to <u>stories</u> and other <u>texts</u> and make meaning</p>	<p>Recognize the <u>structure of story</u></p> <p>:beginning, middle, and end (or first, then, last)</p>	<p><u>Exchange ideas and perspectives</u> to build shared understanding</p> <p>:taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion</p>
<p>Use language to identify, create, and share ideas, feelings, opinions and preferences</p>	<p>Create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community</p>	<p><u>Plan and create stories and other texts</u> for different purposes and audiences</p> <p>:involves experimenting with print and storytelling; supporting communication, including through stories and the use of manipulatives such as puppets, storyboards, digital tools and toys</p>	<p>Explore <u>oral storytelling processes</u></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>

<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>
<p>Kindergarten Curricular Competencies</p> <p>Create and communicate (writing, speaking, representing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>	<p>Kindergarten Curricular Competencies</p> <p>Comprehend and connect (reading, listening and viewing)</p> <p>Do</p>
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<p>structure of story</p> <p>beginning, middle, end (or, first, then, last)</p>	<p>literary elements and devices</p> <p>examples include sound concepts (e.g., rhyme, rhythm, musical, and poetical qualities of language); and humorous and creative texts (e.g., tongue-twisters, nursery rhymes, fables, traditional stories)</p>	<p>reading strategies</p> <p>making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs, food packaging)</p>	<p>oral language strategies</p> <p>adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion</p>
<p>metacognitive strategies</p> <p>talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</p>	<p>writing processes</p>	<p>phonemic and phonological awareness</p> <p><i>phonological</i> refers to the sounds of words (as opposed to their meanings)</p> <ul style="list-style-type: none"> • phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c/a/t) and to blend phonemes into words indicates a developing phonemic awareness • phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words 	<p>concepts of print</p> <p>the conventional features of written English, such as:</p> <ul style="list-style-type: none"> • the symbolic nature of writing • the correspondence of spoken words to printed words (one-to-one matching) • the association of letters and sounds • the distinct features of letters and words • the correspondence between uppercase and lowercase letters • left-to-right directionality • the use of space to mark word boundaries • the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark) • front and back of a book
<p>the relationship between reading, writing, and oral language</p>	<p>letter knowledge</p> <p>recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words</p>	<p>letter formation</p> <p>the use of scribble writing or letter strings to communicate meaning; distinguishes drawing from writing</p>	

<p>Kindergarten Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Story/Text</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Story/Text</p> <p><i>Know</i></p>
<p>Kindergarten Content Standard</p> <p>Language, features, structures & conventions</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Language, features, structures & conventions</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>	<p>Kindergarten Content Standard</p> <p>Strategies & Processes</p> <p><i>Know</i></p>
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