



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



COURSE SYLLABUS

School Year	2026-2027
Subject	English Language Arts
Grade Level	Kindergarten
Teacher	Ms. Christine Lai/ Ms. Michelle Lopez
Email	clai@dishs.tp.edu.tw / mlopez@dishs.tp.edu.tw

COURSE DESCRIPTION:

Our Kindergarten Language Arts program, aligned with the California Common Core State Standards, provides a strong foundation for literacy through engaging phonics instruction, storybooks, and meaningful classroom interactions. This nurturing environment promotes the development of early reading, speaking, and listening skills, enabling children to express their ideas with confidence and accuracy.

We emphasize clear verbal communication and encourage children to use complete sentences, laying the groundwork for the more structured language skills of Grade 1. Early writing is introduced through the use of lined notebooks and personal chalkboards, supporting children as they begin to form letters and simple sentences.

Our multi-sensory approach engages all learning styles, ensuring that each child is fully supported in their developmental journey. Through a combination of structured learning and playful exploration, we prepare children to smoothly transition to the academic demands of first grade, building both foundational skills and a love for language that will last a lifetime.

COURSE OBJECTIVES: By the end of the semester/school year, Students will be able to (SWAT):

Reading

Students will develop foundational reading skills to build early literacy and comprehension. By the end of Kindergarten, students will be able to:

- Recognize **concepts of print**, including reading left to right, top to bottom, and page order.
- Demonstrate **phonological awareness**, including rhyming, syllables, and isolating beginning, middle, and ending sounds.
- Know all **upper- and lowercase letters** and their most common sound associations.
- Apply **basic phonics skills** to decode simple words and recognize common **high-frequency sight words**.



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- Actively participate in **group reading** of stories and informational texts with understanding and purpose.
- Ask and answer questions about **key details**, characters, settings, and major events in a story.
- Identify the **main topic** and supporting details in simple informational texts.

Writing

Students will begin to express their thoughts and ideas through writing, using drawings, dictation, and written words. By the end of Kindergarten, students will be able to:

- Compose **opinion pieces** by stating a preference and supporting it with a reason.
- Create **informative/explanatory texts** to name a topic and provide related facts.
- Narrate **personal or imaginary stories**, sequencing events and providing a reaction or ending.
- Use basic **conventions of standard English**, such as beginning sentences with capital letters and ending them with punctuation.
- Print many uppercase and lowercase letters legibly.

Speaking & Listening

Students will strengthen oral language and listening skills to become effective communicators. By the end of Kindergarten, students will be able to:

- Engage in **collaborative conversations**, following rules such as listening to others and taking turns speaking.
- Ask and answer questions to seek help, gain information, or clarify something not understood.
- Describe familiar people, places, things, and events with relevant details.
- 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.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Into reading
Houghton Mifflin Harcourt
Teacher's Guide (Unit 1~9)
Start Right Reader (9 books)
Know it, Show it
Alphabet Cards



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Alphabet Cards

Letter Cards

Word Cards

Picture Cards

Big Books

myBook

Module Posters

Writer's Notebook

Read Aloud Books

Anchor Charts

Vocabulary Cards

GRADING SYSTEM/ASSESSMENT:

- Oral assessment
- Group projects
- Paper exams
- Teacher's Observation

ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavour that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of



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the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.

First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 11 to 14) <u>4 days of class</u> 11-General Assembly at the Gymnasium 14-Opening Mass & Assumption of Our Lady	Wednesday– Orientation in the morning. Welcome to K. Getting Children ready for the upcoming year! Helping children get into the daily routine. <u>Building Knowledge and Language</u> • Oral Language: Topic Words • Active Listening and Viewing • Collaborative Discussion <u>Reading and Vocabulary</u> Book: 1. Keisha Ann Can 2. School Day • Listening Comprehension • Oral Language: Academic Vocabulary • Interactive Reading • Character and Setting • Match Picture to Text <u>Foundational Skills</u> Phonological Awareness: Identify Words in Sentences; Identify rhymes Alphabet Knowledge: Alphabet Songs: Name Discovery: Identify and Form Letters: Aa-Ff. High-Frequency Words: The Read Pre-Decodable Texts: Aa-Bb, Cc-Ff. <u>Writing Workshop</u> Launch Writing Workshop Opinion Writing: Read a Writing Model Analyze an Opinion Piece: Opinion and Reasons The Writing Process Interactive Writing Grammar: Proper Nouns for People; Common Nouns for People.
Week 2 (August 17 to 21) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 19- House Shirt & Blue Jeans Day Starts 21- Club Orientation and Club Sign-up	<u>Build Knowledge and Language</u> Social Communication: Instructions Determine Word Meaning: Meaning Clues <u>Reading and Vocabulary</u> Reading: 1. A Squiggly Story 2. One Happy Classroom • Introducing Genre: Fiction • Listening Comprehension



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	• Oral Language: Academic Vocabulary • Interactive Reading • Plot: Beginning, Middle, End • Print Concepts: Book Orientation • Match Pictures to Text <u>Foundational Skills</u> Phonological Awareness: Identify Words in Sentences; Identify rhymes Alphabet Knowledge: Identify and Form Letters: Gg-Pp. High-Frequency Words: a Read Predecodable Texts: Gg-Kk, Ll-Pp <u>Writing Workshop</u> Opinion Writing: Features of Opinion Writing; Read a writing model: Model writing a draft: Model revising and Editing; Teach Titles. Interactive Writing
Week 3 (August 24 to 28) 28- First Club Meeting	<u>Build Knowledge and Language</u> Social Communication: Greetings Determine Word Meaning: Meaning Clues <u>Reading and Vocabulary</u> Reading: 1. Kindergarten Kids 2. School Bus • Introducing Genre: Poetry • Listening Comprehension • Oral Language: Academic Vocabulary • Monitor comprehension • Rhythm and Rhyme • Print Concepts: Book Parts • Reading and Pictures <u>Foundational Skills</u> Phonological Awareness: Identify rhymes; Identify Syllables Alphabet Knowledge: Identify and Form Letters: Qq-Zz High-Frequency Words: See Read Predencodable Texts: Qq-Uu, Vv-Zz <u>Writing Workshop</u> Opinion Writing: Identify Topics; Choose a Topic; Support a Topic with reasons Interactive Writing Grammar: Singular Present-Tense Verb; Plural Present-Tense Verbs
Week 4 (August 31 to September 4) 4- House Ceremony	<u>Build Knowledge and Language</u> Following Directions Determine Word Meaning: Meaning Clues <u>Reading and Vocabulary</u> Reading: 1. Schools 2. Annie, Bea, and Chi Chi Dolores • Introducing Genre: Informational Texts



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	• Listening Comprehension • Oral Language: Academic Vocabulary • Monitor comprehension • Central Idea • Print Concepts: Book Parts • Reading the Pictures <u>Foundational Skills</u> • Phonological Awareness: Identify rhymes; Blend Syllables into Words • Alphabet Knowledge: Review Letters • Phonics: Consonant m/m/, s/s/ • Word Work: Consonants m, s • High-Frequency Words: I • Read Predencodable Texts: Mm, Ss <u>Writing Workshop</u> Opinion Writing: Features of Opinion Writing; Reading a Writing Model; Model Writing a Draft; Model Revising and Editing; Teach Cover Elements Independent Writing
Week 5 (September 7 to 11) 7- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction	<u>Build Knowledge AND LANGUAGE</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion <u>Reading And Vocabulary</u> Listening Comprehension Oral Language: Academic Vocabulary Monitor Comprehension Plot: Problem and Solution Print Concepts: Directionality Opinion and Reasons <u>Foundational Skills</u> Phonological Awareness: Identify Syllables; Identify Final Sounds; Segment Syllables Alphabet Knowledge: Review Letters Phonics: Consonants t /t/, b /b/ Word Work: Consonants t, b High-Frequency Words: my, to, by Read Predecodable Texts: Tt; Bb <u>Writing Workshop</u> Narrative Writing: Characters and Setting, Read a Writing Model, Order of Events Analyze a Narrative: Characters and Setting Interactive Writing Grammar: Past-Tense Verbs with –ed; Irregular Past-Tense Verbs



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Week 6 (September 14 to 18) 14- Catholic Bridge Program for all New Students (After the Monday Assembly at the Gymnasium)	<u>Build Knowledge and Language</u> Social Communication: Asking for Help Explore Word Relationships: Synonyms and Antonyms <u>Reading And Vocabulary</u> Author and Illustrator Roles Listening Comprehension Oral Language: Academic Vocabulary Monitor Comprehension Topic and Theme Print Concepts: Concept of a Word Central Idea <u>Foundational Skills</u> Phonological Awareness: Blend Syllables; Identify Medial Vowel Sounds; Blend Phonemes into Words; Segment Words into Syllables Phonics: Short a; Build Words with Short a; Spell Words with Short a Word Work: Short and Long a High-Frequency Words: am, at, go Read Decodable Texts: Sam; At Bat <u>Writing Workshop</u> Narrative Writing: Features of Narrative Writing: Read a Writing Model; Model Writing a Draft, Model Revising and Editing: Author's Name Independent Writing
Week 7 (September 21 to 25) 21-Teachers' Appreciation/International Day of Peace-Peace Pole Ceremony. 22-24: Preexam days 24- Moon festival no school	<u>Build Knowledge AND LANGUAGE</u> Social Communication: Expressing Needs and Wants Explore Word Relationships: Synonyms and Antonyms <u>Reading And Vocabulary</u> Author and Illustrator Roles Listening Comprehension Oral Language: Academic Vocabulary Monitor Comprehension Plot: Problem and Solution Print Concepts: Concept of a Sentence Describe Characters <u>Foundational Skills</u> Phonological Awareness: Identify Rhymes; Identify Initial Sounds; Produce Rhymes Phonics: Consonants n /n/, d /d/; Build Words with n and d; Spell Words with n and d Word Work: Consonants n and d High-Frequency Words: man, no, is



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	Read Predecodable Texts: Ta d; Go, Tad <u>Writing Workshop</u> Narrative Writing: Setting Details Character Details: Adjectives for Feelings Interactive Writing Grammar: Adjectives for Colour; Adjectives for Size
Week 8 (September 28 to October 1) Oct. 1-2- First Quarter Exam (half day)	<u>Build Knowledge and Language</u> Following Directions Explore Word Relationships: Synonyms and Antonyms <u>Reading And Vocabulary</u> Genre Focus: Fables Listening Comprehension Oral Language: Academic Vocabulary Monitor Comprehension Topic and Theme Print Concepts: One-to-One Correspondence <u>Foundational Skills</u> Phonological Awareness: Blend Syllables into Words: Identify Initial and Final Sounds; Blend Onset and Rime into Words Phonics: Consonants c /k/, p /p/; Build Words with c and p; Spell Words with c and p High-Frequency Words: can, and, you Read Predecodable Texts: See the Cat Nap; Mac the Cat <u>Writing Workshop</u> Narrative Writing: Features of Narrative Writing: Read a Writing Model; Model Writing a Draft, Model Revising, and Editing; Dedication Pages Independent Writing
<i>Oct. 5-DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)</i>	

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>5, record day, 6 (Mass)-8 Teacher's Conference (no classes)</i>	
Week 1 (10) (October 12 to 16) 12- Second Quarter Begins 13- Visit of Mother Mary to	<u>Build Knowledge and Language</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion



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Classrooms (During the morning prayer)	Reading And Vocabulary Listening Comprehension Oral Language: Academic Vocabulary Give a Summary Key Details Print Concepts: Concept of a Word <u>Foundational Skills</u> Phonological Awareness: Identify Rhymes; Identify Medial Vowel Sounds; Blend Phonemes into Words; Produce Rhymes Phonics: Short i; Build Words with Short i; Spell Words with Short i Word Work: Short and Long i High-Frequency Words: an, it, has <u>Writing Workshop</u> Informational Writing: Features of Informational Writing; Read a Writing Model; Central Idea and Key Details Analyze an Informational Text: Central Idea and Key Details Interactive Writing Grammar: Nouns for Things; Nouns for Places
Week 2 (11) (October 19 to 23) 17- Tennis tournament 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	<u>Build Knowledge and Language</u> Collaborative Discussion: Listen Actively Explore Word Relationships: Classify and Categorize <u>Reading And Vocabulary</u> Make and Check Predictions Listening Comprehension Oral Language: Academic Vocabulary Use Picture and Text Clues Describe Characters Print Concepts: One-to-One Correspondence <u>Foundational Skills</u> Phonological Awareness: Identify Initial Sounds; Isolate Initial Sounds; Identify and Produce Alliterative Words Phonics: Consonants r /r/, f /f/; Build Words with r and f; Spell Words with r and f Word Work: Consonants r and f High-Frequency Words: ran, he, she Read Decodable Texts: Tab Ran! Can It Fit? <u>Writing Workshop</u> Informational Writing: Features of Informational Writing; Read a Writing Model: Model Writing a Draft: Model



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	Revising and Editing; Introduce Addresses and Envelopes Independent Writing
Week 3 (12) (October 26 to 30) 26- retrocession Day (no school) 30- Autumn Fair	<u>Build Knowledge and Language</u> Collaborative Discussion: Respond in Complete Sentences Explore Word Relationships: Classify and Categorize <u>Reading And Vocabulary</u> Genre Focus: Fables Listening Comprehension Oral Language: Academic Vocabulary Retell a Story Theme Print Concepts: Concept of a Sentence Make Connections <u>Foundational Skills</u> Phonological Awareness: Identify Final Sounds; Isolate Final Sounds; Produce Rhymes Phonics: Inflection –s; Build Words with Inflection –s; Spell Words with Inflection –s Word Parts: Inflection –s /s/, –s /z/ (nouns) High-Frequency Words: did, in, put Read Decodable Texts: Cans in Bins; The Cap <u>Writing Workshop</u> Informational Writing: Key Features of Lists; Examples as Key Details; Relevant Details Interactive Writing Grammar: Adjectives for Shape; Adjectives for Number
Week 4 (13) (November 2 to 6) 2- All Souls' Mass	<u>Build Knowledge and Language</u> Collaborative Discussion: Respond in Complete Sentences Explore Word Relationships: Classify and Categorize <u>Reading And Vocabulary</u> Make and Check Predictions Listening Comprehension Oral Language: Academic Vocabulary Use Picture and Text Clues Describe Characters Print Concepts: One-to-One Correspondence <u>Foundational Skills</u> Phonological Awareness: Blend Onset and Rime into Words; Isolate Final Sounds; Segment Words



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	into Onset and Rime Phonics: Inflection –s; Build Words with Inflection –s; Spell Words with Inflection –s Word Parts: Inflection –s (verbs) High-Frequency Words: sits, me, with Read Decodable Texts: Nat and Mac; Fit It! <u>Writing Workshop</u> Informational Writing: Features of Informational Writing: Read a Writing Model: Model Writing a Draft: Model Revising and Editing: Teach Maps Independent Writing
Week 5 (14) (November 9 to 13)	<u>Alphabet Time</u> • Phonological Awareness: Syllables • Print Awareness: Upper letters • High- Frequency Words: my • Emergent Reading • Purposeful Play Centers: alphabet fun • Alphabet LI (Letter formation and Sound) <u>Reading:</u> Yummy Good Food Makes me Strong The Apple Pie that Papa baked! • Vocabulary • Comprehension • Emergent Writing: Pre- writing Technique <u>Read Aloud Anthology</u> The Little Red Hen - Book handling - Vocabulary - Comprehension - Emergent writing Purposeful Play Centre: restaurant
Week 6 (15) (November 16 to 20)	<u>Build Knowledge And Language</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Use Text Features Key Details Print Concepts: Directionality <u>Foundational Skills</u> Phonological Awareness: Identify Initial Sounds; Isolate Final Sounds; Identify and Produce



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	Alliterative Words Phonics: Consonants g /g/, k /k/; Build Words with g and k; Spell Words with g and k Word Work: Consonants g and k High-Frequency Words: big, good, his, very Read Decodable Texts: Big Bag; Kip <u>Writing Workshop</u> Research Writing: Features of Research Writing: Read a Writing Model; Generate Questions Analyze Research Writing: Central Idea and Key Details Interactive Writing Grammar: Capitalize the First Letter in Sentences: Capitalize Proper Nouns
Week 7 (16) (November 23 to 27) 23- Peace Pole Day (Monday Assembly) 26- Thanksgiving family day/ Lighting of the Christmas Tree after school (Campus Min/ ECA/ D' Torch Orchestra/ Religious Studies) (Afternoon) 24-26- Pre-Exam Days 26- Thanksgiving Potluck after school for teachers and staff 26- Thanksgiving Family Day	<u>Build Knowledge And Language</u> Collaborative Discussion: Listen Actively Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Give a Summary Key Details Print Concepts: Directionality Author's Craft <u>Foundational Skills</u> Phonological Awareness: Identify Medial Vowel Sounds: Isolate Medial Vowel Sounds; Blend Phonemes into Words; Produce Rhymes Phonics: Short o; Build Words with Short o; Spell Words with Short o High-Frequency Words: got, on, here, of Read Decodable Texts: Pots of Pods; Bob Tips a Pot <u>Writing Workshop</u> Research Writing: Features of Research Writing: Read a Writing Model; Model Writing a Draft, Model Revising, and Editing; Sources Independent Writing
Week 8 (17) (November 30 to December 4)	Exam Review



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30- Lighting of First Advent Candle -Lower school science fair	
Week 9 (18) (December 7 to 11) 7- Second Week of Advent 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 10 and 11- Second Quarter Exam (half day)	Exam
<i>December 14 to January 3 Christmas Break</i>	

Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>January 4- Record Day (No Classes for students)</i>	
Week 1 (19) (January 5 to 8) 5- Third Quarter Begins 8- New Year Mass at 8:00	<u>Build Knowledge And Language</u> Social Communication: Asking for Help Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Genre Focus: Fairy Tales Listening Comprehension Oral Language: Academic Vocabulary Retell a Story Plot: Beginning, Middle, End Print Concepts: Directionality Key Details <u>Foundational Skills</u> Phonological Awareness: Blend Onset and Rime into Words; Isolate Initial Sounds; Blend Phonemes into Words Phonics: Consonants l /l/, h /h/; Build Words with l and h; Spell Words with l and h Word Work: Consonants l and h High-Frequency Words: lot, not, are, was Read Decodable Texts: Kids Hop a Lot; Kids Hid <u>Writing Workshop</u> Research Writing: Books as Sources; Experts as Sources; Online Sources Interactive Writing Grammar: Using Periods; Complete Sentences
Week 2 (20)	<u>Build Knowledge</u>



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(January 11 to 15) 15- Club Orientation & Sign Up	<u>And Language</u> Collaborative Discussion: Respond in Complete Sentences Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Use Text Features Key Details Print Concepts: Directionality Rhythm and Rhyme <u>Foundational Skills</u> Phonological Awareness: Blend Onset and Rime into Words; Isolate Initial Sounds; Blend Phonemes into Words Phonics: Consonants w /w/, j /j/; Build Words with w and j; Spell Words with w and j Word Work: Consonants w and j High-Frequency Words: had, be, do, ten Read Decodable Texts: The Wig; Jobs! Jobs! Jobs! <u>Writing Workshop</u> Research Writing: Features of Research Writing: Read a Writing Model; Model Writing a Draft, Model Revising and Editing; Glossaries Independent Writing
Week 3 (21) (January 18 to 22) 18-22- Career Awareness Week 22- First Club Meeting for 2nd Semester	<u>Build Knowledge and Language</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion <u>Reading And Vocabulary</u> Make and Check Predictions Listening Comprehension Oral Language: Academic Vocabulary Picture and Text Clues Character Feelings Print Concepts: Return Sweep <u>Foundational Skills</u> Phonological Awareness: Blend Phonemes into Words; Isolate Medial Vowel Sounds; Produce Rhymes Phonics: Short u; Build Words with Short u; Spell Words with Short u Word Work: Short and Long u High-Frequency Words: but, up, look, want Read Decodable Texts: Nuts, Not Rugs!; Big Bugs



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	<u>Writing Workshop</u> Narrative Writing: Parts of a Narrative Read a Writing Model: Signal Words Analyze a Narrative: Beginning, Middle, End Interactive Writing Grammar: Pronouns I, Me, and We
Week 4 (22) (January 25 to 29) 26- Feast Day of St. Thomas Aquinas/Launching of the Catholic Week 26-28- Aquinas Conference: Science and Faith 28- Student's individual picture	<u>Build Knowledge and Language</u> Collaborative Discussion: Speak Audibly Determine Word Meaning: Multiple-Meaning Words <u>Reading And Vocabulary</u> Genre Focus: Folktales Listening Comprehension Oral Language: Academic Vocabulary Make Inferences Character Traits Print Concepts: Reading a Play Compare Characters <u>Foundational Skills</u> Phonological Awareness: Identify Final Sounds; Isolate Initial Sounds; Blend Phonemes into Words Phonics: Consonants v /v/, y /y/; Build Words with v and y; Spell Words with v and y Word Work: Consonants v and y High-Frequency Words: him, us, for, her Read Decodable Texts: Yams; Go, Vic! <u>Writing Workshop</u> Narrative Writing: Features of Narrative Writing: Read a Writing Model; Model Writing a Draft, Model Revising, and Editing: Review Cover Elements Independent Writing
Week 5 (23) (February 1 to 3)	<u>Build Knowledge and Language</u> Social Communication: Greetings and Introductions Determine Word Meaning: Multiple-Meaning Words <u>Reading And Vocabulary</u> Make and Check Predictions Listening Comprehension Oral Language: Academic Vocabulary Make Inferences Plot: Problem and Solution



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	Print Concepts: Return Sweep Key Details <u>Foundational Skills</u> Phonological Awareness: Identify Medial Vowel Sounds; Isolate Medial Vowel Sounds; Blend Phonemes into Words Phonics: Short e; Build Words with Short e; Spell Words with Short e Word Work: Short and Long e High-Frequency Words: yes, help, too, they Read Decodable Texts: Yes, Vets Can!; Pet Pup <u>Writing Workshop</u> Narrative Writing: Teach Beginnings; Order of Events; Signal Words Interactive Writing Grammar: Singular and Plural Nouns
February 4-10 Chinese New Year Holiday	
Week 6 (24) (February 15 to 19) 19- Kindergarten field trip	<u>Build Knowledge and Language</u> Collaborative Discussion: Respond in Complete Sentences Determine Word Meaning: Multiple-Meaning Words <u>Reading And Vocabulary</u> Genre Focus: Biography Listening Comprehension Oral Language: Academic Vocabulary Make Inferences Topic and Theme Print Concepts: Directionality <u>Foundational Skills</u> Phonological Awareness: Isolate Initial Sounds; Isolate Final Sounds; Segment Words into Onset and Rime Phonics: Consonants q (qu) /kw/, x /ks/; Build Words with q and x; Spell Words with q and x Word Work: Consonants q (qu) /kw/ and x /ks/ High-Frequency Words: six, have, some, we Read Decodable Texts: Tan Cat; Fox Cubs <u>Writing Workshop</u> Narrative Writing: Features of Narrative Writing; Read a Writing Model; Model Writing a Draft; Model Revising and Editing; Author's Page Independent Writing
Week 7 (25) (February 22 to 26)	<u>Build Knowledge And Language</u> Oral Language: Topic Words



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22-26- IOWA Assessments

Active Listening and Viewing
Collaborative Discussion

Reading And Vocabulary

Genre Focus: Poetry and Song

Listening Comprehension

Oral Language: Academic Vocabulary

Visualize

Describe Connections

Make Connections

Print Concepts: Concept of a Word

Foundational Skills

Phonological Awareness: Segment Words into Onset and Rime; Blend Phonemes into Words; Segment Words into Phonemes

Phonics: Initial Blends st, sp, sl, sn; Build and Spell Words with Consonant Blends

Word Work: Consonant Blends

High-Frequency Words: if, stop, come, from

Read Decodable Texts: Meg and Snip; Snip Stops!

Writing Workshop

Informational Writing: Features of How-To Writing; Read a Writing Model; Model Writing a Draft; Model Revising and Editing; Teach Diagrams

Independent Writing

March 1 Memorial Day Holiday (no classes)

Week 8 (26)
(March 2 to 6)

2-4 Pre-exam Days
5- Way of the Cross

Build Knowledge And Language

Collaborative Discussion:

Initiate Conversations

Determine Word Meaning:

Meaning Clues

Reading And Vocabulary

Genre Focus: Biography

Listening Comprehension

Oral Language: Academic Vocabulary

Author's Purpose

Print Concepts: Concept of a Sentence

Make Connections

Foundational Skills

Phonological Awareness: Blend Phonemes into Words; Segment Words into Phonemes

Phonics: Initial Blends cl and fl; Final Blends st and nd; Build and Spell Words with Initial and Final Blends

Word Work: Consonant Blends



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	High-Frequency Words: red, as, that, our Read Decodable Texts: Flags Flap; Ken and Mel <u>Writing Workshop</u> Informational Writing: Strong Beginnings; Important Details; Word Choice Interactive Writing Grammar: Pronouns he and she; Pronouns they, them, and theirs
Week 9 (27) (March 8 to 12) 13 and 16- Third Quarter Exam (half day)	<u>Build Knowledge And Language</u> Collaborative Discussion: Initiate Conversations Determine Word Meaning: Meaning Clues <u>Reading And Vocabulary</u> Make and Check Predictions Listening Comprehension Oral Language: Academic Vocabulary Visualize Author's Craft Print Concepts: Concept of a Sentence Author's Purpose <u>Foundational Skills</u> Phonological Awareness: Isolate Medial Vowel Sounds; Segment Words into Phonemes Phonics: Review Short Vowels and Consonant Blends; Build and Spell Words with Short Vowels and Consonant Blends Word Work: Consonant Blends High-Frequency Words: cut, must, said, when Read Decodable Texts: Hand Fins; Can Ben Get It? Writing Workshop Informational Writing: Features of Informational Text; Read a Writing Model; Model Writing a Draft; Model Revising and Editing; Review Captions Independent Writing
Week 10 (28) (March 15 to 19) 18-20- EARCOS Teachers' Conference 19- Kindilympics 19-House Movie Night and Club Fair	<u>Build Knowledge and Language</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Retell a Story



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	Describe Setting Print Concepts: End Punctuation Describe Connections <u>Foundational Skills</u> Phonological Awareness: Produce Rhymes Isolate Final Sounds; Segment Words into Phonemes Phonics: Double Final Consonants –ss, –ff, –ll, –zz; Final –ck /k/; Build and Spell Words with Double Final Consonants and Final –ck High-Frequency Words: off, will, down, so Read Decodable Texts: Ducks; Hop In, Jill <u>Writing Workshop</u> Narrative Writing: Parts of a Narrative Read a Writing Model: Sensory Words Analyze a Narrative: Beginning, Middle, End Interactive Writing Grammar: Prepositions in and out; Prepositions on, off, and by
Week 11 (29) (March 23 to 27) 23-24 3rd quarter exam (half days)	<u>Build Knowledge and Language</u> Collaborative Discussion: Add Details Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Visualize Describe Setting Print Concepts: End Punctuation Author's Purpose <u>Foundational Skills</u> Phonological Awareness: Blend Phonemes into Words: Isolate Initial Sounds; Segment Words into Phonemes Phonics: Initial Digraphs sh, ch; Build and Spell Words with Digraphs sh and ch Word Work: Digraphs sh and ch High-Frequency Words: back, let, were, what Read Decodable Texts: Chicks; Chicks in the Shed
<i>March 25 to April 6 Easter/Spring Break</i>	

Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
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Week 1 (30) (April 7 to 10) 10- Spring Fair	<u>Build Knowledge and Language</u> Collaborative Discussion: Add Details Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Ask and Answer Questions Listening Comprehension Oral Language: Academic Vocabulary Visualize Describe Setting Print Concepts: End Punctuation Author's Purpose <u>Foundational Skills</u> Phonological Awareness: Blend Phonemes into Words; Isolate Initial Sounds; Segment Words into Phonemes Phonics: Initial Digraphs sh, ch; Build and Spell Words with Digraphs sh and ch Word Work: Digraphs sh and ch High-Frequency Words: back, let, were, what Read Decodable Texts: Chicks; Chicks in the Shed <u>Writing Workshop</u> Narrative Writing: Features of Narrative Writing: Read a Writing Model; Model Writing a Draft, Model Revising and Editing: Review Cover Elements Independent Writing
Week 2 (31) (April 12 to 16) 15- Easter Mass/ Easter Egg Hunt for Lower School Students	<u>Build Knowledge and Language</u> Collaborative Discussion: Add Details Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Genre Focus: Biography Listening Comprehension Oral Language: Academic Vocabulary Make Inferences Describe Connections Print Concepts: End Punctuation Compare and Contrast Texts <u>Foundational Skills</u> Phonological Awareness: Isolate Initial Sounds Segment Words into Phonemes Phonics: Digraphs th /TH/, wh /w/; Build Words with Digraphs th and wh; Spell Words with Digraphs th and wh Word Work: Digraphs th and wh



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	High-Frequency Words: then, this, could, now Read Decodable Texts: Big Mess; Chet! <u>Writing Workshop</u> Poetry Writing: Features of Poetry Read a Writing Model: Poem Structure Analyze Word Choice: Describing Words Analyze a Poem: Sensory and Describing Words Interactive Writing Independent Writing Grammar: Exclamations
Week 3 (32) (April 19 to 23)	<u>Build Knowledge and Language</u> Collaborative Discussion: Add Details Explore Word Relationships: Shades of Meaning <u>Reading And Vocabulary</u> Genre Focus: Persuasive Texts Listening Comprehension Oral Language: Academic Vocabulary Evaluate Details Opinions and Reasons Print Concepts: End Punctuation Make Connections <u>Foundational Skills</u> Phonological Awareness: Blend Phonemes into Words: Produce Rhymes Phonics: Review, Build and Spell Words with Double Consonants, Final -ck, Digraphs Word Work: Double Consonants, -ck, Digraphs High-Frequency Words: tell, well, your, who Read Decodable Texts: Bugs! Bugs! Bugs!; Slug Must Nap <u>Writing Workshop</u> Poetry Writing: Features of Poetry; Read a Writing Model; Model Writing a Draft; Model Revising and Editing; Review Author's Pages Independent Writing
Week 4 (33) (April 26 to 29) 27-29 Pre-exam days	<u>Build Knowledge and Language</u> Oral Language: Topic Words Active Listening and Viewing Collaborative Discussion <u>Reading And Vocabulary</u> Make and Check Predictions



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	Listening Comprehension Oral Language: Academic Vocabulary Use Text Features Steps in a Sequence Print Concepts: One-to-One Correspondence <u>Foundational Skills</u> Phonological Awareness: Blend Phonemes into Words; Isolate Medial Vowel Sounds; Segment Words into Phonemes Phonics: Long a, Long i; Build and Spell Words with Long a and Long i Word Work: Long a and Long i High-Frequency Words: same, take, know, out Read Decodable Texts: Lime Cake; Bake Shop <u>Writing Workshop</u> Opinion Writing: Features of Opinion Writing: Read a Writing Model; Fact and Opinion Analyze an Opinion: Opinion and Reasons Interactive Writing Grammar: Complete Sentences; Fixing Incomplete Sentences
<i>May 1: Labor Day Public Holiday</i>	
Week 5 (34) (May 3 to 7) <i>Final Exams</i>	Final exam
Week 6 (35) (May 10 to 14) <i>14- record day, no class for students</i>	No more new lessons Prepare for Graduation
Week 7 (36) (May 17 to 21) <i>18-Baccalaureate Mass (Afternoon, Schoolwide)</i>	No more new lessons Prepare for Graduation
Week 8 (37) (May 24 to 28) <i>25- Kindergarten Graduation/Gr. 5 Promotion</i>	Graduation

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”