Reading Continuum Integrated Throughout All Content Areas

The Developmental Reading Continuum® identifies specific skills and behaviors that support independent readers. Your kindergartner’s skills are most likely to fall within the three developmental reading stages noted as Preconventional, Emerging, and Developing.

The complex nature of reading means your kindergartner’s skills may fall in stages before or after these age-typical stages as they progress through the school year.

### Preconventional
**Ages 3–5**
- Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.
- Shows interest in reading signs, labels, and logos (environmental print).
- Recognizes own name in print.
- Holds book and turns pages correctly.
- Shows beginning/end of book or story.
- Knows some letter names.
- Listens and responds to literature.
- Comments on illustrations in books.

### Emerging
**Ages 4–6**
- Memorizes pattern books, poems, and familiar books.
- Begins to read signs, labels, and logos (environmental print).
- Demonstrates eagerness to read.
- Pretends to read.
- Uses illustrations to tell stories.
- Reads top to bottom, left to right, and front to back with guidance.
- Knows most letter names and some letter sounds.
- Recognizes some names and words in context.
- Makes meaningful predictions with guidance.
- Rhymes and plays with words.
- Participates in reading of familiar books and poems.
- Connects books read aloud to own experiences with guidance.
- Participates in group reading (books, rhymes, poems, and songs).

### Developing
**Ages 5–7**
- Reads books with simple patterns.
- Begins to read own writing.
- Begins to read independently for short periods (5-10 minutes).
- Discusses favorite reading material with others.
- Relies on illustrations and print.
- Uses finger-print-voice matching.
- Knows most letter sounds and letter clusters.
- Recognizes simple words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.
- Begins to make meaningful predictions.
- Identifies titles and authors in literature (text features).
- Retells main event or idea in literature.
- Participates in guided literature discussions.
- Sees self as reader.
- Explains why literature is liked/disliked during class discussions with guidance.

### Speaking and Listening

Your child will:
- Listen courteously and attentively and respond appropriately to a variety of oral language experiences.
- Listen to stories read aloud.
- Retell a story or idea.
- Express ideas orally.
- Take turns when speaking.
- Follow two-step directions.
- Participate in choral reading.
- Participate in role-playing and creative dramatics.
- Recite familiar poems, rhymes and songs with patterns.
- Speak in front of an audience on a topic of interest.
- Use appropriate vocabulary and oral language structures to express themselves in a variety of social situations.
- Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions.

### Art

Natural curiosity and the desire to explore are the basis of a series of specifically designed two- and three-dimensional projects.

Students paint, make collages, create sculptural work, and make puppets.

Guided teaching introduces students to ways of working with tools and materials in a safe, responsible, and skillful manner.

Students learn about a variety of art terms and concepts such as the elements of art so that they can communicate their ideas in visual form.

### Music

Music in the lower school provides instruction in creating, performing, listening to, and analyzing music.

Through singing, movement, playing instruments, and composing, students can express themselves creatively.

Knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis and evaluation are also important as they enable the students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment.

Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad, stylistic, cultural, and historical perspective.

### Technology

Information Technology in kindergarten is integrated into classroom activities. Teachers work with the IT Coordinator to develop integrated lessons that use relevant technology to enhance the teaching and learning experience.

### Library/Information Literacy

The library provides a wide range of materials which encourage and support information literacy development. Students visit the library for literature enrichment, library skills development, checkout, and to conduct research.

### Mandarin

In kindergarten all students receive 35 minutes of Mandarin instruction every other day.

The Mandarin track goal is to develop in our students Mandarin oral competence as a tool for meeting age-appropriate functional and informational needs while setting students on a course for more advanced Mandarin language study.

The Mandarin Writing and Reading track goal is to enhance students' abilities to engage with ideas and information in society-at-large and to prepare them for success as adult bilinguals in Taiwan and elsewhere.

### Lower School Physical Education

The lower school physical education program at Taipei American School focuses on the development of the whole child. Through a diversified curriculum, the student’s mental, social, emotional, and physical development will be promoted. The program gives students a background of knowledge and experiences to promote a lifetime of health and wellness.

### Overview

In kindergarten physical education, the students study units in the areas of manipulative, movement, fitness, aquatics, and personal/social development.

Manipulative involves the development of skills in throwing, catching, striking, kicking, and dribbling such as catching a softly thrown ball with hands in front of the body and kicking a stationary ball with the dominant foot. Movement involves the development of skills in spatial awareness, locomotor, and non-locomotor such as performing locomotor movements and placing a variety of body parts into high, medium, and low levels.

Fitness involves both the study of concepts and skills.

Aquatics is a swim development program based on individual needs. Personal and social development is a reflection of the TAS values in action through physical education.

The focus of the lower school program is age-appropriate with carefully sequenced skill development in a spirit of cooperation.
Taipei American School
KINDERGARTEN
Curriculum

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Writing Continuum Integrated Throughout All Content Areas

The Developmental Writing Continuum © identifies specific skills and behaviors that support independent writers. Your kindergartner’s skills are most likely to fall within the three developmental writing stages noted as Preconventional, Emerging, and Developing. The complex nature of writing means your kindergartner’s skills may fall in stages before or after these age-typical stages as they progress through the school year.

Preconventional
Ages 3–5

- Relies primarily on pictures to convey meaning.
- Begins to label and add “words” to pictures.
- Writes first name.
- Demonstrates awareness that print conveys meaning.
- Makes marks other than drawing on paper (scribbles).
- Writes random recognizable letters to represent words.
- Tells about own pictures and writing.

Emerging
Ages 4–6

- Uses pictures and print to convey meaning.
- Writes words to describe or support pictures.
- Copies signs, labels, names, and words (environmental print).
- Demonstrates understanding of letter/sound relationship.
- Prints with upper case letters.
- Matches letters to sounds.
- Uses beginning consonants to make words.
- Uses beginning and ending consonants to make words.
- Pretends to read own writing.
- Sees self as writer.
- Takes risks with writing.

Developing
Ages 5–7

- Writes 1-2 sentences about a topic.
- Writes names and familiar words.
- Generates own ideas for writing.
- Writes from top to bottom, left to right, and front to back.
- Intermixes upper and lower case letters.
- Experiments with capitals.
- Experiments with punctuation.
- Begins to use spacing between words.
- Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.
- Spells words on the basis of sounds without regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.
- Begins to read own writing.

Math

The kindergarten mathematics curriculum is designed around eight content strands that cover a number of skills and concepts: Numeration, Measurement, Geometry, Operations, Patterns and Functions, Money, Clocks and Calendars, Data and Chance. Some pervasive elements of the program include problem solving, estimation skills and number sense, communication, labels and units, reversibility, and calculators. Instructional units called guidedposts are defined by enduring understandings, validated by a set of standards and benchmarks, and supported by the Everyday Math program, the core resource. In addition, classroom teachers use supplemental materials to extend and enrich student experiences and ideas.

Integrated Studies

Science and social studies topics are studied together and incorporate language arts as well. In kindergarten, students will take part in a number of topics that include hands-on study and cover the following BIG ideas:

All About Me!
We all have a body. Some bodies look or work differently.

We are all special.
We have different families, homes, and celebrations.

The Five Senses
The students will understand that there are 5 senses used by people to interpret their environment.
Students will understand that different organs are used for different senses.

Healthy Choices
What we eat can affect our performance and how our body develops.
Food is categorized into groups based on where it comes from and the nutrients it provides.

Amazing Animals
Animals can be categorized based on their physical characteristics.
Some animals are born alive and some hatch from an egg.
Baby animals will eventually grow to resemble their parents.
An animal’s basic needs can be found in its habitat.

The Land and Its Resources
Our planet provides us with natural resources. Our earth and its features can be represented in many ways.
Everyone must do their part to help save the earth.

Dinosaurs
There are many theories to explain why dinosaurs became extinct.
Dinosaurs become extinct, leaving evidence of their existence behind.
Fossils provide evidence about the plants and animals that lived long ago.
Some dinosaurs were carnivores, some were herbivores and some were omnivores.