

RUTHERFORD PUBLIC SCHOOLS

GRADE KINDERGARTEN

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2017

**Approved by the Rutherford Board of Education
June 9, 2014**

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INTRODUCTION

Within the scope of the primary literacy curriculum, the Kindergarten program focuses upon providing students with a firm foundation of skills for developing emergent literacy. An emphasis is placed upon reading readiness skills and phonemic/phonological awareness. The Kindergarten language arts literacy program is a multifaceted experience using a variety of materials to encourage reading, writing, speaking, viewing and listening for a purpose. The curriculum fosters emergent literacy through learning opportunities at developmentally appropriate levels. Higher order thinking skills are integrated within the literacy program to develop students into strategic readers.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

Curriculum Area	Instructional Activities
<p>LETTER AWARENESS</p> <ul style="list-style-type: none"> Recognize, print and produce all uppercase and lowercase letters Correct letter formation Know alphabet in sequential order Letter matching 	<p>LETTER AWARENESS (including, but not limited to)</p> <ul style="list-style-type: none"> Letter Bingo Letter Games Daily Message Magnetic Letters White boards Songs, poems, rhymes Art projects Clay Learning Center Activities Pocket Chart Activities
<p>PHONEMIC AWARENESS</p> <ul style="list-style-type: none"> Recognize and produce rhyming sounds Identify and isolate initial and final sounds in spoken words Identify and isolate medial sounds in spoken words 	<p>PHONEMIC AWARENESS (including, but not limited to)</p> <ul style="list-style-type: none"> Songs, poems, rhymes, chants and stories that highlight phonemes and/or rhyming words. Magnetic letters, word tiles, puzzles. Dry Erase Boards

<ul style="list-style-type: none"> • Count words in sentences • Blend sounds orally to make words • Segment a word into sounds 	<ul style="list-style-type: none"> • Listening Games • Big Books • Wikki Stix, Letter Swatters, Pointers • Learning Center Activities • Letter/Sound Identification • Games/Puzzles/Worksheets • Word and Picture Sorts • Cut and Paste Activities • Pocket Chart Activities
<p>PHONICS</p> <ul style="list-style-type: none"> • Know sounds associated with individual letters • Blend sounds of letters to produce words • Distinguish between consonants and vowels • Recognize word families 	<p>PHONICS (including, but not limited to)</p> <ul style="list-style-type: none"> • Worksheets/Phonics Book • Learning Center Activities • Word Charts • Big Books • Poems, songs, chants, rhymes and stories. • Listening Games • Word/Picture Sorts • Games (Alphabet Bingo) • Pocket Chart Activities
<p>DECODING AND WORD RECOGNITION</p> <ul style="list-style-type: none"> • Recognize some high frequency, specialized vocabulary (months, days, etc.) and environmental print by sight • Recognize, write and read one's first and last name • Understand directionality of print 	<p>DECODING AND WORD RECOGNITION (including, but not limited to)</p> <ul style="list-style-type: none"> • High Frequency Sight Words (Popcorn Words) • Big Books • Shared Writing Charts • Listening Center
<p>READING STRATEGIES</p> <ul style="list-style-type: none"> • Set purposes for reading • Activate and use prior knowledge • Make and confirm predictions • Answer and generate questions. • Retell stories, including characters and setting • Understand cause and effect • Be able to classify, categorize, compare and contrast • Draw conclusions • Identify realism/fantasy • Understand sequence of events 	<p>READING STRATEGIES (including, but not limited to)</p> <ul style="list-style-type: none"> • KWL Charts -Response Journals • Group Discussions about Big Books and read aloud trade books • Story Cube Questions • Story dramatization using puppets, etc. • Sequencing activities • Listening Center
<p>WRITING</p> <ul style="list-style-type: none"> • Brainstorming thoughts and recognize thoughts 	<p>WRITING (including, but not limited to)</p> <ul style="list-style-type: none"> • Innovative text to replicate language patterns

<ul style="list-style-type: none"> put into words • Attempt to put thoughts into writing • Begin writing words to describe the picture/story using developmental spelling and high frequency sight words • Respond to literature through writing • Use simple sentence structure, correct forms of capitalization and punctuation • Use left to right progression and spacing between words • Learn letter formation 	<ul style="list-style-type: none"> • Student-generated pictures for writing down thoughts • Journals • Modeled/shared writing activities • Frog Street Press paper and white board • Learning Center Activities
<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> • Listen for a purpose (individual sounds, rhyming words, comprehension) • Listen to and follow oral directions • Speaking in front of a group • Speaking and responding in complete sentences 	<p>LISTENING (including, but not limited to)</p> <ul style="list-style-type: none"> • Read aloud trade books and big books • Responding in group discussions)) • Share personal reactions and opinions • Dramatize stories and poems • Show and Tell -Student of the Day/Week - Listening Center
<p>CONCEPTS ABOUT PRINT</p> <ul style="list-style-type: none"> • Title of book • Author/Illustrator • Dedication page • Spacing between words • Directionality of print • Front/Back cover of book • Turning pages 	<p>CONCEPTS ABOUT PRINT (including, but not limited to)</p> <ul style="list-style-type: none"> • Big Books • Read aloud trade books • Daily Message • Modeled/Shared Writing • Listening Center

PROFICIENCY LEVELS

This curriculum is appropriate for all students in Kindergarten.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
 - DRA
 - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.

- Published tests
- Teacher-made tests
- Homework
- Classwork
- Writing portfolio
- Class participation
- Projects
- Standardized tests
- Informal
 - Teacher observation
 - Class participation
 - Teacher/student feedback
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities.
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the state approved standards.

GROUPING

Kindergarten English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this area.

ARTICULATION/SCOPE/AND SEQUENCE /TIME FRAME

Kindergarten English Language Arts is a full-year course.

RESOURCES

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts Department office and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.2.A.1) (8.1.2.A.2) (8.1.2.A.3) (8.1.2.A.4) (8.1.2.A.5) (8.1.2.B.1) (8.1.2.C.1) (8.1.2.D.1) (8.1.2.E.1) (8.1.2.F.1) (8.2.2.A.1) (8.2.2.B.2)

- Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Kindergarten English Language Arts may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.
 - Additional supplies include:
 - Art supplies for projects, plays, etc.
 - Folders
 - Learning center materials
 - White boards and dry erase markers and erasers
 - Computer software
 - Picture story paper
 - Sentence strips
 - Pocket charts
 - Magnetic letters
 - Listening center (tape recorder, headsets, etc.)
 - Wikki Stix
 - Phonics puzzles
 - Phonics games
 - Letter stamps
 - Markers,
 - Pencils
 - Crayons
 - Correcting tape
 - Journals
 - A variety of writing paper
- Textbooks
 - *Good Habits, Great Readers*. 2012. Pearson Education, Inc.
 - *Primary Phonics*. 2006. EPS Literacy and Intervention
 - *Developmental Reading Assessment®*, *Second Edition (DRA™2)* 2005, Pearson Education, Inc.
 - *Project Read*. 2012. Language Circle Enterprises.
- Supplemental Reading
 - Big Books
 - Trade Books
 - Supplemental Publisher Literacy Materials

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4

- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

INTERDISCIPLINARY CONNECTIONS

The Kindergarten English Language Arts curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

English Language Arts Kindergarten

- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

KINDERGARTEN HIGH FREQUENCY WORD LIST

Monday	the	on	out	
Tuesday	to	but	an	
Wednesday	and	at	then	
Thursday	a	with	of	
Friday	I	all	as	
Saturday	you	there	for	
Sunday	it	out		
January	in	be		
February	said	have		
March	for	am		
April	up	do		
May	look	did		
June	is	what		
July	go	so		
August	we	get		
September	little	like		
October	take	this		
November	can	will		
December	see	yes		
Red	not	went		
Orange	one	are		
Yellow	my	now		
Green	me	no		
Blue	big	at		
Purple	come	ride		
Pink	where	into		
Brown	under	good		
Black	please	want		
White	here	from		
One	help	some		
Two	make	by		
Three	when	well		
Four	run	ran		
Five	find	eat		
Six	why	who		
Seven	he	new		
Eight	was	must		
Nine	that	soon		
Ten	she	our		

KINDERGARTEN HIGH FREQUENCY WORD LIST BY MONTH

September (6)	October (10)	November (8)	December (8)
the	in	we	do
is	am	one	take
and	you	as	up
a	to	see	she
I	my	like	he
at	look	not	said
	for	me	was
	it	big	of
	go		
	can		

January (10)	February (9)	March (10)	April (9)
from	did	want	what
yes	some	get	this
then	on	an	will
now	be	out	that
no	are	there	ran
have	went	find	but
here	who	with	new
all	so	why	our
come	make	help	by
into		run	

May (10)			
eat	ride		
where	when		
soon	good		
must	please		
well	little		

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X

KINDERGARTEN WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	<i>Beginning of Year Routines:</i> Letter formation, printing, journaling, oral narration, directionality		*May continue for longer than 4 weeks
October	Personal Narratives; Family- Create illustration stories, spacing of letters, journaling, labeling		
November	Personal Narratives; Feelings- Expression through illustrations, journaling, introduction to punctuation and sentence structure.	*one completed personal narrative to be saved for portfolio	
December	Sequencing, punctuation, descriptive language, five W's, journaling, fiction		
January	Informational Writing: How to Books; All About Books, Dialogue, Venn Diagrams, introduce the word "because" to express evidence	*one completed 'how to' writing to be saved for portfolio	*i.e. How to Build a Snowman or How to Make a PB&J Sandwich using sequencing words
February	Informational Writing: All About Books, Non-Fiction, plurals, suffixes, '-ed' '-ing', nouns		
March	Opposites, verbs, descriptive language, journaling		
April	Opinion Writing- 'My Favorite', Comparing and contrasting, backing up opinion with evidence	*one completed opinion piece to be saved for portfolio	
May	Descriptive Writing: poetry, sensory poems, descriptive sentences		Ideas presented are examples; not all need to be complete *Can be moved/delete d for additional time for

			personal narratives or other writing that needs to be completed
June	Personal Narratives; Small Moments; End of Year Assessment	*one completed personal narrative to be saved for portfolio	*Compare with beginning of year personal narratives

KINDERGARTEN PHONICS SCOPE AND SEQUENCE

Lesson:	Unit:
1	Introduction Concept of Language Unit 1 – short a
2	Unit 1 - t
3	Unit 1 - m
4	Unit 1 – s
5	Unit 1 - b
6	Unit 1 - c
7	Unit 1 - f
8	Review of All Consonants and Short Vowel a.
9	
10	Unit 2 - r
11	Unit 2 - h
12	Unit 2 - n
13	Unit 2 - j
14	Unit 2 - l
15	Review of All Consonants and Short Vowel a.
16	Unit 2 - p
17	Unit 3 - g
18	Unit 3 - d
19	Unit 3 - v
20	Unit 4 – short i
21	Review of all consonants and short vowels a, i

22	Unit 4 - w
23	Unit 5/6 – k/ck
24	Unit 7 - qu
25	Unit 7 - y
26	Unit 7 - z
27	Unit 8 – short o
28	Review of all consonants and short vowels a, o, I
29	Unit 9 – FSZL (ff, ss, zz, ll)
30	Unit 11 – ch/wh
31	Unit 11 – th/sh
32	Unit 12 – short e
33	Review of all consonants/blends and short vowels a, e, i, o
34	Unit 14 – short u
35	*Review all letter sounds, blending for reading and segmenting for spelling

CURRICULUM MAP

September	October	November	December	January
<p>Phonemic Awareness: Phoneme isolation, Blending isolation and Categorization of letters</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Taking care of books, Choosing books, Knowing yourself as a reader</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation, Blending letters</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Build reading stamina, Predicting, Asking questions</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation, Blending letters</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Problem solve unfamiliar words, retelling, and summarizing</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation, Categorization, and Blending</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Connecting, activate background knowledge, building vocabulary and concept knowledge</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation. Segmentation, and Blending</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Inferences, Understanding story grammar, Understanding literary devices</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p>Phonemic Awareness: Phoneme isolation, Segmentation, and Blending letters</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Use text features learning from non-fiction</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation, Segmentation, and Blending letters</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Visualizing, Identify main idea, Use non-fiction books</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation. Deletions, Segmentation, and Blending letters and diagraphs</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Use non-fiction books, Take notes on fiction, Self-monitoring</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Phoneme isolation, Segmentation, and Blending letters and diagraphs</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Visualizing, Responding to characters, Evaluating non-fiction</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonemic Awareness: Year-end review</p> <p>Phonics: Teacher will follow scope and sequence found in this curriculum document.</p> <p>High Frequency Words: Teacher will use words from Kindergarten list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p>Listening Comprehension: Distinguish fantasy vs. reality, Engaging with books, Retelling</p> <p>Writing/Grammar: Teacher will follow scope and sequence found in this curriculum document.</p>