

COURSE TITLE

Grade K English Language Arts

LENGTH

Full Year
Grade K

DEPARTMENT

English
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SCHOOL

Kindergarten Center

DATE

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Grade K ELA

I. Introduction/Overview/Philosophy

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.

II. Objectives

Course Outline:

Letter Awareness

- Recognize, print and produce all uppercase and lowercase letters
- Correct letter formation
- Know alphabet in sequential order
- Letter matching

Phonemic Awareness

- Recognize and produce rhyming sounds
- Identify and isolate initial and final sounds in spoken words
- Identify and isolate medial sounds in spoken words
- Count words in sentences
- Blend sounds orally to make words
- Segment a word into sounds

Phonics

- Know sounds associated with individual letters
- Blend sounds of letters to produce words
- Distinguish between consonants and vowels
- Recognize word families

Decoding and Word Recognition

- 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

Reading Strategies

- 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

Writing

- Brainstorming thoughts and recognize thoughts 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

Listening and Speaking

- 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

Concepts About Print

- Title of book
- Author/Illustrator
- Dedication page
- Spacing between words
- Directionality of print
- Front/Back cover of book
- Turning pages

Student Outcomes:

After successfully completing this course, the student will be able to:

- Understand the concepts of print
- Identify, segment, and combine phonemes
- Read high frequency words
- Demonstrate knowledge of vocabulary and word study
- Reading Comprehension
 - Activate background knowledge
 - Make connections
 - Self-monitor comprehension
 - Retell and summarize
 - Make inferences
- Distinguish various text types/genres
- Use and evaluate story elements
- Use and evaluate text structures and text features
- Appreciate author’s craft
- Respond to text
- Set purpose for reading
- Understand and use text features
- Understand and use text structures
- Read critically
- Write with purpose
 - Narrative
 - Informative
 - Persuasive

**NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS****Kindergarten**

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.

Anchor Standards: Reading**Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Kindergarten**Progress Indicators Reading Literature Text****Key Ideas and Details**

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Kindergarten**Progress Indicators for Reading Foundation Skills****Print Concepts**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Anchor Standards: Writing**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Kindergarten**Progress Indicators for Writing****Text Types and Purposes**

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

Anchor Standards: Speaking and Listening**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Kindergarten**Progress Indicators for Speaking and Listening****Comprehension and Collaboration**

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.K.2. 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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Anchor Standards: Language**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Kindergarten**Progress Indicators for Language****Conventions of Standard English**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

21ST CENTURY LIFE AND CAREERS CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and

requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

8.1.2.A.7 - Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 - Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.2 - Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 - Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 - Debug an algorithm (i.e., correct an error).

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21ST CENTURY LIFE AND CAREERS**STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

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 work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional 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.

III. Proficiency Levels

This curriculum is appropriate for all students in Kindergarten.

IV. Methods of Assessment**Student 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.
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Curriculum/Teacher Assessment

The subject teacher(s) and the English Language Arts supervisor and/or the Supervisor of Elementary Education 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(s) will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the state approved standards.

V. Grouping

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

VI. Articulation/Scope & Sequence/Time Frame

Kindergarten English Language Arts is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- 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 Student Learning 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.
 - *Units of Study in Opinion, Information, and Narrative Writing, Grade K with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.
- Supplemental Reading
 - Big Books
 - Trade Books
 - Supplemental Publisher Literacy Materials

III. Suggested Activities

Letter Awareness

- Letter Bingo
- Letter Games
- Daily Message
- Magnetic Letters
- White boards
- Songs, poems, rhymes
- Art projects
- Clay
- Learning Center Activities
- Pocket Chart Activities

Phonemic Awareness

- Songs, poems, rhymes, chants and stories that highlight phonemes and/or rhyming words.
- Magnetic letters, word tiles, puzzles.

- Dry Erase Boards
- 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

Phonics

- 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

Decoding and Word Recognition

- High Frequency Sight Words (Popcorn Words)
- Big Books
- Shared Writing Charts
- Listening Center

Reading Strategies

- 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

Writing

- Innovative text to replicate language patterns
- Student-generated pictures for writing down thoughts
- Journals
- Modeled/shared writing activities
- Frog Street Press paper and white board
- Learning Center Activities

Listening

- 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

Concepts About Print

- Big Books
- Read aloud trade books
- Daily Message
- Modeled/Shared Writing
- Listening Center

IX. 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 Student Learning 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.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.

The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments
- 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

Differentiation for Enrichment

- Projects
- Read Across America Day
- Summer Reading Program
- Book Club/Book Fair
- Guest Readers
- Live Performances
- Library Visitations
- Weekly Reader
- Reading Contests (ex. Pizza Hut Book It)
- Author Visits
- Book Making
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest

- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. 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.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Emerging as Readers and Writers</p> <p><u>Project Read</u></p> <ul style="list-style-type: none"> • Part I – c,o,a,d • Part II – g,m,l,h • Part III – t,i,j cvc words <p><u>Good Habits, Great Readers</u></p> <ul style="list-style-type: none"> • Great Readers See Themselves as Readers • Great Readers Understand How Stories Work <p><u>Writers’ Workshop</u></p> <ul style="list-style-type: none"> • Narrative Writing • Launching Writers Workshop 	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Utilize textured letters and surfaces. • Engage in kinesthetic learning activities including sky writing. • Provide models of expected behavior (directionality, book handling) • Provide picture cues for retell • Provide visuals reference to guide writing (alphabet chart, word list, individual anchor chart) • Break down material into smaller chunks. • Provide sentence starters. • Use of scribe. <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Increase the number of 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> • RF.K.1,2,3,4 • RI.K 1,2,3,4,5,6,7,8,9,10 • R.L. 1,2,3,4,5,6,7,8,9,10 • W.K.3 • SL.K.1,2,3,4,5,6 • L.K.1,2 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP 5,9,12 <p><i>21st Century Standards Career Ready Practices 9.2:</i></p> <p>9.2.4.A.1,2,3,4</p> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.P.A.1,2 • 8.1.P.B.1 • 8.1.P.C.1 • 8.1.P.D.1 	<p><i>Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> • Letter identification • Letter –sound identification • Identify sounds in all positions of a word • Recognize rhyme <p><i>Good Habits, Great Readers Formative Assessment:</i></p> <ul style="list-style-type: none"> • Demonstrate reading stamina when reading emergent texts • Summarize and retell stories read aloud. • Identify and use text features in a read aloud. <p><i>Writer’s Workshop:</i></p> <ul style="list-style-type: none"> • Work samples generating personal idea, spacing and phonetic spelling, and

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		letters introduced <ul style="list-style-type: none"> • Introduce word families • Work with letters sounds in positions other than initial. • Recall and retell simple plot sequentially • Modify narrative writing to include details • Tap out words with letters learned • Introduce syllables 	<ul style="list-style-type: none"> • 8.1.P.E.1 <i>Technology Standards</i> 8.2: 8.2.2.A.1 8.2.2.B.1 8.2.2.C.1 8.2.2.D.5 8.2.2.E .1,2	use of detail. Participation during peer conferencing. Sequential presentation of ideas. Use of illustrations and labels to convey ideas <i>Summative Assessments:</i> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published Narrative Writing Piece on a familiar topic stating the topic and supporting detail
Developing as Readers and Writers <ul style="list-style-type: none"> • <u>Project Read</u> • <i>Part IV – p,k,ch,u</i> • <i>Part V – b,r,f,n</i> • <i>Part VI – e,s,sh,th</i> • <u>Good Habits, Great Readers</u> • <i>Great Readers Use What They Know</i> • <i>Great Readers Make Sense of Text</i> 	13 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Utilize textured letters and textured writing surfaces • Teach how to tap out/fingers spell cvc words • Provide visual cues for vowel sounds • Introduce relevant nonfiction text • Provide visuals 	<i>NJSLS – ELA:</i> <ul style="list-style-type: none"> • RF.K.1,2,3,4 • RI.K.1,2,3,4,5,6,7,8,9,10 • R.L.1,2,3,4,5,6,7,8,9,10 • W.K.3 • SL.K.1,2,3,4,5,6 • L.K.1,2 <i>21st Century Standards CRP:</i>	<i>Project Read Formative Assessment:</i> <ul style="list-style-type: none"> • Letter identification • Letter –sound identification • Identify sounds in all positions of a word • Decode cvc words with a,o, and u • Recognize and create rhymes • Identify word families

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Writers' Workshop</p> <ul style="list-style-type: none"> • <i>Informational Writing</i> 		<p>(alphabet chart, high word list, individual anchor chart, exemplary text)</p> <ul style="list-style-type: none"> • Break down material into smaller chunks. • Modify amount of material responsible for on a daily basis. <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Increase amount of material presented • Increase pace letters are introduced • Expand word families introduced • Work with letters sounds in positions other than initial. • Modify expectations to include details • Apply editing marks 	<ul style="list-style-type: none"> • CRP 4,7,9,12 <p><i>21st Century Standards Career Ready Practices</i></p> <p>9.2: 9.2.4.A.1,2,3,4</p> <p><i>Technology Standards 8.1</i></p> <ul style="list-style-type: none"> • 8.1.P.A.1,2 • 8.1.P.B.1 • 8.1.P.C.1 • 8.1.P.D.1 • 8.1.P.E.1 <p><i>Technology Standards 8.2</i></p> <p>8.2.2.A.1 8.2.2.B.1 8.2.2.C.1</p> <p><i>21st Century Standards</i></p> <p>9.2:</p>	<p><i>Good Habits, Great Readers Formative Assessments:</i></p> <p>Identify nonfiction and fiction texts</p> <p>Identify nonfiction text features</p> <p>Retell using illustrations</p> <p><i>Writer's Workshop:</i></p> <p>Informative writing samples demonstrating use of detail, spacing and phonetic spelling, and use of detail.</p> <p>Participation during peer conferencing.</p> <p>Sequential presentation of ideas.</p> <p>Use of illustrations to support ideas</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
				Informational Writing Piece stating main idea with details
<p>Applying as Readers and Writers</p> <ul style="list-style-type: none"> ● <u>Project Read</u> ● <i>Part VII – w,wh,y,v</i> ● <i>Part VIII – x,,z,th,qu</i> ● <i>Part IX – FSZL, introduce long vowels</i> ● <u>Good Habits, Great Readers</u> ● <i>Great Readers Read to Learn</i> ● <i>Great Readers Monitor and Organize Ideas and Information</i> ● <i>Great Readers Think Critically About Books</i> ● <u>Writers’ Workshop</u> ● <i>Opinion Writing</i> 	14 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Utilize multisensory instruction ● Repletion of material ● Provide models of expected behavior (directionality, book handling) ● Provide visuals (alphabet chart, word list, individual anchor chart) ● Break down material into smaller chunks <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Increase amount of material presented ● Increase pace ● Introduce word families ● Work with letters sounds in positions other than initial. ● Modify expectations to 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● RF.K.2,3,4 ● RI.K 1,2,3,4,5,6,7,8,9,10 ● R.L. 1,2,3,4,5,6,7,8,9,10 ● W.K.3 ● SL.K.1,2,3,4,5,6 ● L.K.1,2 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP 1,9,12 <p><i>21st Century Standards Career Ready Practices 9.2:</i></p> <p>9.2.4.A.1,2,3,4</p> <p><i>Technology Standards 8.1</i></p> <ul style="list-style-type: none"> ● 8.1.P.A.1.2 ● 8.1.P.B.1 ● 8.1.P.C.1 ● 8.1.P.D.1 ● 8.1.P.E.1 	<p><i>Formative Assessment: Project Read Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Letter identification ● Letter –sound identification ● Identify sounds in all positions of a word ● Decode and spell CVC words ● Recognize and create rhymes <p><i>Good Habits, Great Readers Formative Assessments:</i></p> <p>Demonstrate visualization Distinguish between fantasy and reality</p> <p>Writer’s Workshop:</p> <ul style="list-style-type: none"> ● Opinion writing samples demonstrating use of detail, spacing and phonetic spelling,

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		include details <ul style="list-style-type: none"> • Utilize editing marks when editing 	<i>Technology Standards 8.2</i> 8.2.2.A.1 8.2.2.B.1 8.2.2.C.1 8.2.2.D.5 8.2.2.E	and use of reasons for opinion. <ul style="list-style-type: none"> • Participation during peer conferencing. • Identify supporting details. • Use of illustrations to support opinion <i>Summative Assessment:</i> <ul style="list-style-type: none"> • DRA and/or Progress Monitor • Published Opinion Writing Piece including statement of opinion with supporting detail

XIV. Appendices**MONTHLY 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>

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		

KINDERGARTEN WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	<i>Beginning of Year Routines:</i> Letter formation, printing, oral narration, directionality, idea generation, introduction of Writer’s Workshop	Conferences with writers	*May continue for longer than 4 weeks
October	Launching Writer’s Workshop: Personal Narratives; Family- Create illustration stories, spacing of letters, labeling	Conferences with writers	
November	Personal Narratives; Feelings- Expression through illustrations, journaling, introduction to punctuation and sentence structure, beginning revision/editing skills	Conferences with writers	
December	Sequencing, punctuation, descriptive language, five W’s, journaling, Launch Writer’s Workshop: Informational Writing	*one completed personal narrative *conferences	
January	Informational Writing: How to Books, Dialogue, Speech/Thought bubbles, Venn Diagrams	Conferences with writers	*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’, revision, editing skills	Conferences with writers	
March	Opinion Writing, opposites, verbs, descriptive language, journaling, introduce the word “because” to express evidence	*one completed ‘how to’ writing Conferences with writers	

April	Opinion/Persuasion Techniques- 'My Favorite', Comparing and contrasting, backing up opinion with evidence, revision/editing skills	Conferences with writers	
May	Descriptive Writing: poetry, sensory poems, descriptive sentences, letter writing	*one completed opinion/persuasive piece to be saved for portfolio Conferences with writers	Ideas presented are examples; not all need to be complete *Can be moved/deleted for additional time for opinion or other writing that needs to be completed
June	personal Narratives, small Moments, revision/editing, nouns/verbs,		*Compare with beginning of year personal narratives

KINDERGARTEN PHONICS SCOPE AND SEQUENCE

Lesson:	Unit:
1	Letter c
2	Letter o
3	Letter a
4	Letter s
5	Letter d
6	Letter g
7	Letter m
8	Letter l
9	Letter h
10	Letter t
11	Letter i
12	Letter j
13	Letter p
14	Letter k
15	Digraph ch

16	Letter u
17	Letter b
18	Letter r
19	Letter f
20	Letter n
21	Letter e
22	Letter s
23	Digraph sh
24	Digraph th
25	Letter w
26	Letter wh
27	Letter y
28	Letter v
29	Letter x
30	Letter z

31	Letters qu
32	Introduce long vowel sounds
33	Introduce double consonants f,s,l,z
34	Review all letter sounds, blending for reading and segmenting for spelling