

**Kindergarten**

**CURRICULUM GUIDE  
English Language Arts**

**12/9/16**

**Mr. David C. Mango, Superintendent  
Ms. Nadia Inskeep, Director of Curriculum & Instruction**

**Developed by:  
Eileen Romagnoli  
Brienne Stevenson**

**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional Board of Education  
at the regular meeting held on 1/24/2017  
and  
*Aligned with the New Jersey Student Learning Standards***

## **Table of Contents**

Component	Page
<b>Philosophy and Rationale:</b>	2
<b>Scope and Sequence:</b>	2
<b>Mission Statement:</b>	2
<b><u>Unit 1</u> Language Arts/Reading:</b>	3-5
<b><u>Unit 2</u> Writing:</b>	6-8
<b><u>Unit 3</u> Language:</b>	9-11
<b><u>Unit 4</u> Speaking and Listening:</b>	12-13
<b>NJ Content Standards Link:</b>	14
<b>21<sup>st</sup> Century Skills Link:</b>	14

## **Philosophy and Rationale**

Reading and writing are lifelong literacy skills. In the Great Meadows Regional School District, we seek to create a vital community of learners, immersed in the process of reading, writing, speaking, and listening. We believe that these processes are essential skills for communication, self-discovery, and knowledge acquisition. Students connect and respond to written and spoken forms of expression and develop personal insights which allow them to become active participants in a global society. Through self-reflection, collaboration with peers, teacher conferences, and assessments, students discover themselves as effective communicators through a multitude of shared learning experiences in a supportive and positive learning environment.

## **Scope and Sequence**

This curriculum is divided into four units which span the entire school year (180 days). The units are grouped based on academic standards. Unit 1 covers Language Arts and Reading, Unit 2 covers Writing, Unit 3 covers Language, and Unit 4 covers Speaking and Listening. Each of the four units focuses on a specific content area, however there is scaffolding that links each unit.

## **Mission Statement**

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and to build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards at all grade levels.

## **Stage 1: Desired Results**

### Unit 1

Topic: Language Arts/Reading

#### Content Standards:

**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.

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

**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.

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

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

**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.

**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.

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

**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.

**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.<sup>1</sup> (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.

**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).

**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.

#### Essential Questions:

- How do concepts about print, letters, and sounds help me become a better reader?

#### Enduring Understandings

- Letter and letter combinations represent sounds.
- The author and the illustrator both play a role in the telling of a story.
- There is a capital and lowercase form of each letter.

#### Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, name the author and illustrator of a story and define the role of each.
- With prompting and support, actively engage in group reading activities with purpose and understanding.
- With prompting and support, identify front cover, back cover, and title page.
- With prompting and support, recognize rhyming words.
- With prompting and support, read selected high frequency and CVC (consonant, vowel, consonant) words by sight.

**Stage 2: Evidence of Understanding, Learning Objectives and Expectations**  
**Benchmarks** (embedded student proficiencies)

By the end of trimester one, students are expected to identify all 26 capital letters. By the end of trimester two, students are expected to identify all 26 capital and lowercase letters as well as identifying rhyming words. By the end of trimester three, students are expected to identify all 26 capital and lowercase letters and produce their sounds, as well as identify and produce rhyming words.

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

High frequency word assessment, rhyming words, Journeys Listening Comprehension, Journeys Alphafriend Letter Cards-Identifying beginning sounds, Daily Assessment in Journeys Teacher Manual, Progress Monitors, Teacher observation, Journeys Reader's Notebook, report card assessments, student conferences, teacher checklists.

**Stage 3: Learning Plan**

Students will be engaged through read-alouds, singing songs, rhyming, and emphasizing high-interest words to develop vocabulary. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs. Students will be provided with individualized instruction as needed.

Students will learn through activities such as smartboard lessons (Journeys created and teacher created), use of student tablets and educational apps (Zaner-Bloser Handwriting), use of classroom computers, Lexia computer reading program, alphabet games, educational songs and video clips from YouTube, manipulatives such as magnetic letters, and school website links to educational games.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

**Time Allotment**

180 days

**Resources**

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Big Books, Reader's Notebooks, e-Books, Smartboard Interactive Lessons, Grab-and-Go, Family Connections, Teacher Websites, High Frequency Word Cards, High Frequency Word Sentence Cards, Alphafriend Cards, Alphafriend CD, Flip Charts, Alphabet Cards.

Supplemental Resources such as:

Book Closet, Class Library, Reading A-Z, Lexia, Bookflix, Scholastic Let's Find Out, Student Tablet Apps.

## **Stage 1: Desired Results**

### Unit 2

#### Topic: Writing

#### Content Standards:

**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.

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

#### **RF.K.1-3**

**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.

**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.

#### Essential Questions:

- What do we need to write a story or to share information?
- Where do ideas for stories come from?

#### Enduring Understandings

- Good writers make their feelings known by drawing, dictating, and/or writing.
- Good writers retell a story or event in sequential order.
- Good writers include pictures, letters, and words.

#### Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces, informative/explanatory pieces, and narratives.
- With prompting and support, respond to questions and suggestions to add details to strengthen writing.

- With prompting and support, recall information from experiences or gather information from provided sources to answer a question.
- With prompting and support, produce and publish writing.

**Stage 2: Evidence of Understanding, Learning Objectives and Expectations**  
**Benchmarks** (embedded student proficiencies)

Writing ability varies greatly for each individual student. Students are assessed using a rubric and are expected to grow based on their own ability. By the end of trimester one, students are expected to represent ideas through pictures and strings of random letters to imitate sentence structure (left to right writing and top to bottom placement). They are also expected to use environmental print and some letters to represent words. By the end of trimester two, students are expected to support their writing through illustrations. Students are also expected to use high frequency words (ie: a, I, like, see, the), they are developing phonemic awareness in initial consonant placement, beginning to use spacing, and using random capitalization and punctuation. By the end of trimester three, students are expected to enhance their illustrations through writing. Students are expected to attempt to use writing conventions (spacing, capitalization, and ending punctuation), attempt sequencing (beginning, middle, end), use phonetic spelling, and have mostly correct usage of upper and lowercase letters.

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

Writing prompts, student conferences, teacher observations, Kindergarten Writing Journal.

**Stage 3: Learning Plan**

Students will be engaged through high-interest writing prompts, read-alouds to help model stories and provide writing topics, Zaner-Bloser Handwriting workbooks, and emphasizing high-interest words to develop vocabulary to be used in writing. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. Students will use Journeys Grab-and-Go resources including graphic organizers for modified worksheets for individual needs. Students will be provided with individualized instruction as needed. Introduction of high frequency words, CVC words, and word families will help students gain confidence in writing along with writing prompts and teacher modeling.

Students will learn through activities such as smartboard lessons (Journeys created and teacher created), use of student tablets and educational apps (Zaner-Bloser Handwriting), use of classroom computers, Lexia computer reading program for letters and sounds, sight word games, stretchy snake spelling, educational songs and video clips from YouTube, individual student whiteboards, alphabet books, high frequency word lists, alphabet charts, manipulatives such as magnetic letters, and school website links to educational games.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Students also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day. Kindergarten writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy.

**Time Allotment**

180 days

**Resources**

Journeys Curriculum Materials such as:

Read Alouds, Big Books, e-Books, Smartboard Interactive Lessons, Grab-and-Go, Family Connections, Teacher Websites, High Frequency Word Cards, High Frequency Word Sentence Cards, Alphafriend Cards, Alphafriend CD, Flip Charts, Alphabet Cards.

Supplemental Resources such as:

Kindergarten Writing Journals, Lexia, Bookflix, Scholastic Let's Find Out, Student Tablet Apps.

## **Stage 1: Desired Results**

### Unit 3

#### Topic: Language

#### Content Standards:

**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.

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

**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).

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

#### **RF.K.1-3**

#### **RL.K.1-4, 6-10**

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

#### **RI.K.1-7, 10**

**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).

#### Essential Questions:

- How do letters and sounds help me become a reader?
- How do good writers express themselves?

- What are the parts of a good story?

**Enduring Understandings**

- There is a capital and lowercase form of each letter.
- Letters and letter combinations represent sounds.
- Both the author and illustrator have a role in telling a story.
- Good stories have a beginning, a middle, and an end.

**Knowledge and Skills** (SWBAT embedded course proficiencies)

- Print upper and lowercase letters, numerals, and their own name.
- With guidance, write left to right, top to bottom, and use correct spacing.
- With guidance, capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Spell simple words phonetically using knowledge of sound-letter relationships.

**Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

**Benchmarks** (embedded student proficiencies)

Students will show evidence of understanding of concepts in print by using their knowledge of foundational skills to correctly handle books independently. By the end of trimester one, students are expected to be able to hold a book and turn pages correctly, identify the cover, follow the direction of print from left to right, discriminate print from picture, and understand that books contain both print and pictures. By the end of trimester two, in addition to the skills expected for trimester one students must also demonstrate word by word matching, understand the concept of a sentence, and identify and know the purpose of ending punctuation marks. By the end of trimester three, in addition to the skills expected for trimesters one and two students must also identify the author, illustrator, and title of a book and be able to explain the roles of each.

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

Writing prompts, student conferences, teacher observations, Kindergarten Writing Journal.

**Stage 3: Learning Plan**

Students will be engaged through high-interest writing prompts, group reading activities, identifying story elements through read-alouds, Zaner-Bloser Handwriting workbooks, Journeys Reader's Notebook, and emphasizing high-interest words to develop vocabulary to be used in reading and writing. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. We will use Journeys Grab-and-Go resources including graphic organizers for modified worksheets for individual needs. Students will be provided with individualized instruction as needed. Introduction of high frequency words, CVC words, and word families will help students gain confidence in writing along with writing prompts and teacher modeling.

Students will learn through activities such as smartboard lessons (Journeys created and teacher created), use of student tablets and educational apps (Zaner-Bloser Handwriting), use of classroom computers, Lexia computer reading program for letters and sounds, sight word games, stretchy snake spelling, educational songs and video clips from YouTube, individual student whiteboards, alphabet books, high frequency word lists, alphabet charts, manipulatives such as magnetic letters and punctuation marks, and school website links to educational games.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration and Critical Thinking and Problem Solving. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day. Kindergarten writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. Students in kindergarten integrate digital tools through the use of classroom computers, tablets, smartboard, and software.

### **Time Allotment**

180 days

### **Resources**

Journeys Curriculum Materials such as:

Read Alouds, Big Books, e-Books, Smartboard Interactive Lessons, Grab-and-Go, Family Connections, Teacher Websites, High Frequency Word Cards, High Frequency Word Sentence Cards, Alphafriend Cards, Alphafriend CD, Flip Charts, Alphabet Cards. Supplemental Resources such as:

Kindergarten Writing Journals, Lexia, Bookflix, Scholastic Let's Find Out, Student Tablet Apps.

## **Stage 1: Desired Results**

### Unit 4

#### Topic: Speaking and Listening

#### Content Standards:

**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).

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

**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.

#### Essential Questions:

- Why is it important to be a good listener?
- Why is it important to take turns when speaking?

#### Enduring Understandings

- Classroom rules must be followed to successfully participate in group discussions.
- Students answer questions about a given topic.
- Use details in describing things, people, places, and events in both writing and speaking.

#### Knowledge and Skills (SWBAT embedded course proficiencies)

- With prompting and support, listen to others and take turns when speaking about the topic under discussion.
- With prompting and support, recall information from experiences or gather information to answer a question.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks** (embedded student proficiencies)

Students will show evidence of understanding by making their feelings known concerning a topic or book, listening attentively and using age appropriate vocabulary to communicate effectively, and communicating ideas and feelings through a combination of speaking, drawing, dictating, and/or writing. Speaking and listening goals are ongoing throughout the year. By the end of trimester one, students are expected to be able to follow one-step directions, take turns, share in a group setting, and raise their hand for permission to speak. By the end of trimester two, students are expected to attempt to follow multi-step directions with support, attempt to complete classroom routines with minimal support, and answer questions in response to a story. By the end of trimester three, students are expected to follow multi-step directions with minimal support,

complete classroom routines independently, and share ideas with support by asking and answering questions in response to a story.

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

student conferences, teacher observations

### **Stage 3: Learning Plan**

Students will be engaged through large and small group discussion allowing students to revise, rethink, and refine their understanding of topics covered. Differentiation will be provided through written, visual, auditory and hands-on activities to meet all learning styles. Students will be provided with individualized instruction as needed. Introduction of new vocabulary will help students express their ideas, opinions, and feelings. Show and Tell, Sharing, and Turn and Talk activities allow students to participate in collaborative conversations with peers and adults in small and large groups.

In this Unit, kindergarteners will practice the 21<sup>st</sup> Century Skills of Communication and Collaboration. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day.

### **Time Allotment**

180 days

### **Resources**

Journeys Curriculum Materials such as:

Read Alouds, Big Books, leveled Readers, e-Books, Smartboard Interactive Lessons, Family Connections, Retelling Cards

Supplemental Resources such as:

Kindergarten Writing Journals, Bookflix, Scholastic Let's Find Out.

Link to the New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/>

### **Integration of 21<sup>st</sup> Century Theme(s)**

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

### **21st Century Interdisciplinary Themes (into core subjects)**

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

### **Learning and Innovation Skills**

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

### **Information, Media and Technology Skills**

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

### **Life and Career Skills**

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

#### **Integration of Digital Tools**

- **Classroom computers/laptops**
- **Technology Lab**
- **FM system**
- **Other software programs**