

Pequannock Township School District

Curriculum Syllabus

Course Name and level / Grade level and Subject: Kindergarten ELA

Course Description:

Language Arts skills are taught through an integrated, balanced literacy approach which correlates to the New Jersey Student Learning Standards for Language Arts and differentiates instruction to meet the needs of all students. Teachers will present students with a plethora of activities and opportunities which strengthen oral and written language skills, including strategic and explicit instruction using phonological awareness, phonic decoding, word recognition, fluency (language structure), vocabulary, comprehension (meaning in context), inquiry, discussion, writing processes, grammar, spelling, word choice, handwriting, visualizing, speaking, and listening.

Course Standards:

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.

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.

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.

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.

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.

Scope and Sequence

Unit 1: (*Trimester 1*) Launching Kindergarten Reading

This unit will begin with GHGR, Unit 1. This unit develops a love for literacy as students become members of a learning community. Rules and routines will be established as students become aware that groups create rules for the safety and well being of its members. Students will be introduced to good reading, writing, speaking, and listening habits and be given opportunities to practice these habits.

Students will learn about classroom routines for taking care of books, choosing “just-right” books, and building stamina for independent reading and language arts activities. They will develop an understanding of concepts of print, rhyming, and phonemic awareness. Students will be encouraged to actively engage with text, before, during and after reading by activating prior knowledge, making predictions, asking questions, and retelling. They will begin to become strategic readers by using pictures to predict text vocabulary. The introduction of letters, letter sounds, and high frequency words will lay the foundation for emerging reading and writing skills.

Kindergartners will develop a love and respect for literacy when good habits for reading, writing, speaking, and listening are modeled and practiced. Rules and routines that are set in place will create an environment conducive to learning and independent practice, creating a community of learners while reinforcing good citizenship. Modeled thinking during read-alouds, shared reading and shared writing will help students become critical thinkers and strategic readers and writers. Understanding concepts of print and development of phonemic awareness will lay the foundation for reading. Students will begin to know themselves as readers, writers, and thinkers, in order to share their experiences and observations with peers.

Unit 2: (*Trimester 1 & 2*) Learning Through Reading and Learning to Read

This unit uses stories, songs, poems, rhymes, informational text, and alphabet books to develop phonological awareness as well as explore families, traditions, and celebrations. Classroom routines will be reinforced as students build stamina for independent reading and writing. Concepts of print, rhyming, and phonemic awareness are continuing to be developed through exposure to a variety of genres. Students will be encouraged to actively engage with text, before, during and after reading by activating prior knowledge, connecting or linking knowledge, asking questions, and retelling. They will become strategic readers by using pictures to problem-solve unfamiliar words and monitoring for understanding. Letters, letter sounds, and high frequency words will be emphasized to strengthen the foundation for emerging reading and writing skills. These concepts will be developed throughout the year and are not assessed for mastery in the second unit.

Kindergartners will explore families, traditions, and holidays through a variety of genres. They will explore how we read and write for a variety of purposes. Alphabet books will be featured prominently in this unit as students come to realize that knowing letters and their sounds will help them to read and write words. Modeled thinking during read- alouds, shared reading and shared writing will help students become critical thinkers and strategic readers and writers. Students will begin to connect, link and integrate ideas to create new learning as they share ideas in a learning community.

Unit 3: (*Trimester 2*) Story Grammar

This unit explores story grammar as students delve into the structure of stories and their similar elements, character, setting, and a plot that involves resolving a problem. This knowledge will aid them in their reading and writing as they continue to develop the ability to retell a story in sequence, identifying main events and details. They will continue to develop an understanding of concepts of print, rhyming, and phonemic awareness. Students will be encouraged to actively engage with text, before, during and after reading by activating prior knowledge, making predictions, asking questions, making inferences, and retelling. They will begin to become strategic readers by using strategies to problem-solve unfamiliar words. The introduction of letters, letter sounds, and high frequency words will lay the foundation for emerging reading and writing skills. These concepts will be developed throughout the year and are not all assessed for mastery in the third unit.

Kindergartners will be introduced to story grammar to develop an understanding that stories have common elements and are told in a logical sequence. An emphasis on retelling key events and recalling events in a logical sequence will build a foundation for comprehending the organization of a story when reading or writing. Modeled thinking during read- alouds, shared reading and shared writing will help students become critical thinkers and strategic readers and writers. Students will continue to build on their awareness of letters/ sounds/ and words and how they work together in order to communicate ideas through the written word.

Unit 4: (*Trimester 2 & 3*) Nonfiction

In this unit students will understand the difference between fiction and non-fiction text as they learn about our amazing world. Non-fiction texts lead students into exploration and understanding of the world around them. Reading strategies such as asking and answering questions, determining important ideas, and connecting and linking knowledge help to access information. Students will be encouraged to actively engage with non-fiction text, before, during and after reading by activating prior knowledge, asking questions, noticing its unique text features, and recognizing important ideas and details. They will be encouraged to write about an informational topic, relaying an important fact. They will begin to read emergent level text, using strategies to problem-solve unfamiliar words. The continued development of phonological awareness and phonics will strengthen students developing reading and writing skills. These concepts will

This unit lays the foundation for reading to learn and highlights nonfiction text structure in contrast to fiction and strategies to access important information. Modeled thinking during read- alouds, shared reading and shared writing will help students become critical thinkers and write about their new learning. Students will continue to build on their awareness of letters/ sounds/ and words and how they work together in order to read emergent level text and communicate ideas through the written word.

Unit 5: (*Trimester 3*) Critical Thinking Through Fiction

This unit will explore changes over time as students reflect on their growth as readers and writers this year. They will use their developing critical thinking skills to evaluate, research, and respond to text. Reinforcement of high frequency words, short vowel sounds, blending onset and rime, and problem solving strategies to figure out unfamiliar words will lead to their growing independence as readers. They will understand that conventions of writing convey accurate meaning as they become authors with a purpose. This unit will celebrate the past year of literacy and look to the ongoing learning and growth that makes us lifelong learners.

As readers and writers we use reasoning, and inquiry to continue learning and broaden our schema.

Kindergartners have acquired skills and strategies that lead to independence in reading and writing. Strategies to comprehend and think critically about text will be reinforced. Students will use capitalization, punctuation, spacing, spelling, and grammar to convey their ideas in writing accurately. Students will celebrate their growth as readers, authors, and learners by sharing their learning and thinking.

Assessments

Evaluation of student achievement in this course will be based on the following:

- a. Observational data collected by teachers as students are learning
- b. Formative assessments given by teachers to gauge progress toward each standard
- c. Districtwide DRA assessments
- d. Districtwide Common Writing Assessments
- e. Kindergarten GOLD rubrics

Curriculum Resources

Anchor Programs/Teacher Materials

Reading Rockets--QAR relationships

Brighthub Education

The Reading Strategies Book, Jennifer Serravallo

The Writing Strategies Book, Jennifer Serravallo

Classroom library of leveled readers

Good Habits Great Readers program by Pearson Learning

Electric Company (Select videos)

Daily 5

- *Read to Self*
- *Read to Someone*
- *Listen to Reading*
- *Word Work*
- *Work on Writing*

Technology in Classrooms of Kentucky (TICK) collaborative

Poem Cards

RAZ Kids

Foundations

Look Out Kindergarten Here I Come, Nancy Carlso

Nouns and Verbs Have a Field Day, Robin Pulver

abcya.com

Starfall.com

KidPix by Mackiev.com

Zaner Bloser Handwriting

Mastering the Mechanics, Linda Hoyt and Teresa Therriault

getepic.com

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- <https://www.readingrockets.org/>
- <https://www.kidsa-z.com/main/Login>
- <https://www.abcmouse.com/abt/homepage?8a08850bc2=T1162488787.1563805296.6044>
- <http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html>
- <https://kids.scholastic.com/kids/home>