

WGSD Curriculum – English Language Arts

Kindergarten

Reading

High Priority Standards (MLS)

- K.R.1.A.a - With assistance, develop and demonstrate reading skills in response to read alouds by: predicting what might happen next in text based on the cover, title, and illustrations.
- K.R.1.A.b – With assistance, develop and demonstrate reading skills in response to read alouds by: asking and responding to questions about texts read aloud.
- K.R.1.A.c - With assistance, develop and demonstrate reading skills in response to read alouds by: retelling main ideas or important facts from a read aloud or familiar story.
- K.R.1.A.d - With assistance, develop and demonstrate reading skills in response to read alouds by: connecting the information and events of a text to experiences.
- K.R.1.A.e - With assistance, develop and demonstrate reading skills in response to read alouds by: recognizing beginning, middle, and end.
- K.R.1.B.a-e – With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.R.1.C.a – With assistance, determine connections between: text to self (text ideas and own experiences).
- K.R.1.D.a - Read independently for sustained periods of time by: engaging with text as developmentally appropriate.
- K.R.2.A.a - With assistance, read, infer, and draw conclusions to: identify elements of a story, including setting, character, and key events.
- K.R.2.A.b - With assistance, read, infer, and draw conclusions to: retell a main event from a stories read aloud and familiar stories.
- K.R.2.A.g – With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text.
- K.R.2.B.a – With assistance, read, infer and draw conclusions to: respond to rhythm and rhyme identifying a regular beat and similarities in word sounds.
- K.R.2.C.a – With assistance, read, infer and draw conclusions to: identify characters in a puppet play or performance by actors.
- K.R.3.C.a – With assistance, read, infer and draw conclusions to: ask and answer questions to clarify meaning.
- K.R.3.C.c - With assistance, read, infer and draw conclusions to: name the main topic and recall key details of the text.
- K.R.3.C.d - With assistance, read, infer and draw conclusions to: ask and answer questions about unknown words in a text.
- K.RF.1.A.a-f – Demonstrate understanding of the organization and basic features of print.
- K.RF.2.A.a-e - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- K.RF.3.A.a-d - Know and apply grade-level phonics and word analysis skills in decoding words.
- K.RF.4.A – Read with support, appropriate texts with purpose and understanding.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
 - determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - recalling and retelling the important information or events from the text.

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Reading

- identifying characters, setting, main topic, and major events in a story.
- identifying the connection between two individuals, events, ideas, or pieces of information in a text.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying unknown words and attempting to solve them.
 - remembering what the story is about during reading.
 - discussing two or three details about the text, in any order, from the words and/or the pictures.
- recognizing and recalling specific vocabulary, such as: details, main topic, characters, setting, events, sequence, letter, long vowel sound, short vowel sound, letter sound, period, word, letter, upper-case, lowercase, space, picture, text, question, recall, unknown, phrases, first letter of a word, letter, meaning, rhyming words, first sound, last sound, middle sound, add, change, character, setting.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- follow words from left to right, top to bottom and page by page.
- construct high-frequency words in left-to-right order.
- recognize spaces between words in reading.
- take picture walks to introduce new books.
- use alphabet chart to link pictures and letter names.
- print alphabet letters.
- analyzes letter features; identifies letters based on discriminating features.
- point one-to-one on 1 to 2 lines of text using return sweep.
- know concept of word; construct single syllable words in left-to-right order.
- understand the alphabet is in a specific order.
- understand that words are made of letters.
- recognize that words are the same in isolation as they are in a book.
- apply the Alphabet Linking Chart by letter names, pictures and words, and in different ways

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Reading

- clap the syllables in one- and two-syllable words (from pictures).
- identifying all upper and lower case letters.
- knowing that a sentence is comprised of a group of words separated by spaces.

Phonological Awareness

Students will:

- identifying sounds in spoken words.
- hear rhymes and generate new rhymes in a variety of ways.
- clap one, two and three part words to determine the number of syllables.
- blend and segment onsets and rimes of single-syllable spoken words.
- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme.
- make or sort rhyming words by changing initial consonants.
- dictate words with two letters, one being a long vowel. Students segment sounds on their fingers and write one letter in each box. (e.g., so, no, he, we).
- change initial and final consonants in three letter words. (e.g., rat-rag-ram-ran-rap)
- break words into their parts (onset and rime).
- build familiar words using slow articulation and direct letter-sound match in single syllable words.
- recognize and use ending sound and the letters that represent them.
- recognizing spoken alliteration or groups or words that begin with the same onset or initial sound.
- hear and identify short/long vowel sounds in words and the letters that represent them.
- compare and categorize words by initial sound and basic rhyming patterns.

Phonics/Word Analysis

Students will:

- demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- blend and segment onsets and rimes of single syllable spoken words.
- write letter or letters for most consonant and short vowel sounds.

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Reading

- add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- recognize and use beginning consonant sounds and the letters that represent them.
- use letter knowledge that is fast and fluent.
- fluently make, read and write some high frequency words with a variety of media (magnet letters, whiteboard, paper and pencil).
- spell most unknown words phonetically, including embedded sounds in two- or three-syllable words; later, moves into transitional spelling, noticing common patterns from reading and writing.
- manipulate letters to form simple analogies (cat, rat, sat) using magnet letters, whiteboards or other media.
- say words slowly to match letters to sounds.
- use simple digraphs (**sh**e, **th**e, **ch**ease).
- sort words by their short and long vowel sounds.
- make and write a few easy CVC words (cat, pin, sat, hot).

Fluency

Students will:

- recognize an increasing number of high-frequency words (20 or more by the end of the year) and simple regular words easily with support of meaning and language structures.
- locate high-frequency words in text.
- use the first and last letters of a word in connection with meaning or language syntax to solve it in continuous texts.
- use letter-sound information in coordination with meaning and language structure to solve words.
- monitor reading speed to assist in one-to-one matching.
- use knowledge of syllables to help in word-by-word matching
- reread the sentence to problem solve, self-correct or confirm.
- reread to search for and use information.
- use prior knowledge to self-monitor and self-correct.
- self-monitor and self-correct using language structure and meaning in text and pictures (meaning and structure).
- self-monitor accuracy and self-correct using known words, letter sound information and word parts (visual).
- use word-by-word matching to self-monitor and self-correct.
- use known words to make connections and solve words (analogies).
- use known words to self-monitor and self-correct.
- search for information in the print (letters, sounds, known words).

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Reading

- search for and use information in pictures. Notice details and use information to understand the text.
- use language structures to learn about the print.
- use language patterns to help in reading a text, with less dependence on the pattern, at the end of the year.
- reflect language syntax by putting words together in phrases.
- reflect words in bold with use of voice.
- notice and use quotation marks and reflect dialogue with the voice.
- process texts with simple dialogue and some pronouns, all assigned to speakers.
- demonstrate appropriate stress on words in a sentence.
- notice and use end punctuation and reflect it in voice, use appropriate pausing and intonation while reading orally.

Vocabulary

Students will:

- identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- ask and answer questions about unknown words in literature and informational text.
- use a picture dictionary to find words.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- sort common objects into categories (e.g., shapes, foods,) to gain a sense of the concepts the categories represent.
- demonstrate understandings of frequently occurring verbs and adjectives by relating them to their opposite (antonyms).
- identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- distinguish shade of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Comprehension

Students will:

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- retell familiar stories, including key details.
- identify characters, setting, and major events in a story.
- actively engage in group activities with purpose and understanding.

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Reading

- ask and answer questions beyond the text. (infer, predict, make connections)
- preview books by taking a “picture walk”.
- use decoding strategies to comprehend text. (picture clues, looking through the word, looking for known chunks, re-reading, think about what makes sense, get your mouth ready, use your pointing finger, break apart the word)
- understand the central message or lesson of a fictional story.

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Text Elements and Structure

High Priority Standards (MLS)

- K.R.1.C.b – With assistance, determine connection between: text to text (text ideas including similarities and differences in fiction and nonfiction).
- K.R.2.A.c – With assistance, read, infer and draw conclusions to: recognize sensory details and reoccurring phrases.
- K.R.2.A.d - With assistance, read, infer and draw conclusions to: recognize different types of texts.
- K.R.2.A.e - With assistance, read, infer and draw conclusions to: name author and illustrator of a story and describe how each is telling the story.
- K.R.2.a.f - With assistance, read, infer and draw conclusions to: compare and contrast adventures of characters in familiar stories.
- K.R.3.A.a – With assistance, read, infer and draw conclusions to: identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.
- K.R.3.A.b - With assistance, read, infer and draw conclusions to: use titles and illustrations to make predictions about text.
- K.R.3.A.c - With assistance, read, infer and draw conclusions to: identify text features.
- K.R.3.A.d - With assistance, read, infer and draw conclusions to: identify the meaning of environmental print.
- K.R.3.B.a – With assistance, read, infer and draw conclusions to: respond to examples of sensory details.
- K.R.3.C.b - With assistance, read, infer and draw conclusions to: identify basic similarities and differences between two texts on the same topic.
- K.R.4.A.a – With assistance, develop and awareness of media literacy by: identifying different forms of media.
- K.R.4.A.b - With assistance, develop and awareness of media literacy by: identifying techniques used in media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- recognizing literary works (e.g., fiction, nonfiction, poetry).
- identifying that a story has a beginning, a series of events, and an end.
- noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.
- identifying the reasons an author gives to support points in a text with support.
- making comparisons across reading selections.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the author and illustrator.
 - describing the roles of an author and illustrator.
 - realizing stories have a beginning and end.

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Text Elements and Structure

- identifying the story and the illustrations.
- recognizing and recalling specific vocabulary, such as: beginning, end, same, different, author, illustrator, illustrations, front/back cover, title page, text, fiction, non-fiction, and poems.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- ask and answer questions beyond the text. (infer, predict, make connections)
- preview books by taking a “picture walk”.
- understand the central message or lesson of a fictional story.
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- compare and contrast the adventures and experiences of characters in familiar stories.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- understand the difference between fiction and non-fiction.
- identify the reasons an author gives to support points in a text.
- 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).
- recognize common types of texts (e.g., storybooks, poems).
- identify the front cover, back cover, and title page of a book.
- name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
- be exposed to many types of text.
- introduce text features (e.g., bold print, headings, labels, captions, glossaries, indexes, sidebars, key words).

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Writing

High Priority Standards (MLS)

- K.W.1.A.a – Follow a writing process, with assistance to generate a writing plan through: using pictures, oral language or written letters and/or words.
- K.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing the actions or details through letters, words, and pictures.
- K.W.2.A.a - With assistance, draw/write opinion texts that: 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...*).
- K.W.2.A.b – With assistance, draw/write opinion texts that: give logical reasons for suggesting that others follow a particular course of action or line of thinking.
- K.W.2.A.c – With assistance, draw/write opinion texts that: use words that are related to the topic.
- K.W.2.B.a - With assistance, draw or write informative/explanatory texts that: 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.
- K.W.2.B.b - With assistance, draw or write informative/explanatory texts that: use words that are related to the topic.
- K.W.2.C.a, b, c, e - With assistance, draw or write fiction or non-fiction narratives and poems that: 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.
- K.W.2.C.d - With assistance, draw or write fiction or non-fiction narratives and poems that: use words that are related to the topic.
- K.W.1.C.a, b - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.W.1.D.a - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- K.W.2.A.a, b - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- K.W.2.A.c - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.2.A.d – With assistance, apply research process to: use pictures in conjunction with writing when documenting research.
- K.L.1.A (a-e)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.L.1B. (a-i) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to communicate in writing for a variety of purposes and audiences.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- writing to inform, explain, persuade, and narrate (not limited to only these types of writing).
- organizing ideas into a logical sequence.
- using developmentally appropriate capitalization, grammar, spelling, and punctuation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - producing, illustrating and sharing a variety of compositions.
 - recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.

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Writing

- recognizing and recalling specific vocabulary, such as: capital, lowercase, period, question mark, exclamation point, words, spaces, topic, facts, details, planning, revising, editing, publishing, event, opinion, small moment, topic.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- write a lot about a little.
- respond to questions and suggestions from peers and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.
- be able to read their writing.
- use the word wall to help them spell.
- use spaces when writing.
- use upper and lowercase letters appropriately.

Narrative Writing

Students will:

- use a combination of drawing, dictating, and writing to produce narrative of a single event or several loosely linked events.
- organize the events as they occur.
- provide a reaction to what happened, who was there, and how the characters felt.
- provide a beginning, middle and ending.

Informational Writing

Students will:

- use a combination of drawing, dictating, and writing to produce a piece of writing.
- focus on one topic.
- provide important details about the topic.
- provide an ending to their writing.

Opinion Writing

Students will:

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Writing

- develop an understanding of an opinion piece through exploration with opinion texts, classroom opinion polls/discussions.
- use a combination of drawing, dictating, and writing to give his/her opinion or likes/dislikes about a topic or book.
- provide reasons that support their opinions.
- use transition words such as “because” to say more.

have a beginning, ending with supporting details.

Language (Grammar) (L.1.A)

Students will:

- identify naming words (nouns) and action words (verbs) (K.L.1.A.a).
- use plural nouns when speaking /s/ or /es/ (e.g., dog, dogs, wish, wishes) (K.L.1.A.b).
- express time and space (K.L.1.Ac).
- demonstrate the use of complete sentences in shared language activities (K.L.1.A.d)
- use question words in sentences (e.g., who, what, where, when, why, how) (K.L.1.A.e).

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- print in upper- and lowercase letters (K.L.1.B.a).
- recognize that a sentence ends with punctuation marks (K.L.1.B.b).
- capitalize own first and last name (K.L.1.B.c).
- capitalize first word in a sentence (K.L.1.S.d).
- capitalize the pronoun I (K.L.1.B.e).
- write and name the printed letters that match the sound (K.L.1.B.f).
- use inventive spelling with beginning, final and medial sounds (K.L.1.B.g).
- write and name letters for consonant and vowel sounds (K.L.1.B.h).
- use correct spelling of own first and last names (K.L.1.B.i).

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Research

High Priority Standards (MLS)

- K.W.2.A.a – With assistance, apply research process to: generate a list of open-ended questions about topics of class interest.
- K.W.2.A.b – With assistance, apply research process to: decide what sources or people in the classroom, school, library, or home can answer their questions.
- K.W.2.A.c – With assistance, apply research process to: gather evidence from sources.
- K.W.2.A.d – With assistance, apply research process to: use pictures in conjunction with writing then documenting research.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- asking simple questions and gathering information.
- recalling important information about a topic.
- sharing research gathered.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating questions to explore.
 - recalling some information.
- recognizing and recalling specific vocabulary, such as: research, event, source, facts, question and topic.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explore non-fiction texts and text features.
- develop an understanding of the difference between an opinion and a fact.
- identify facts in a non-fiction text.
- develop a method for organizing facts.
- provide clear and accurate facts on a topic.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.

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Speaking and Listening

High Priority Standards (MLS)

- K.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- K.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: continue a conversation through multiple exchanges.
- K.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following one-step instructions, according to classroom expectations.
- K.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations.
- K.SL.3.A.a – Speak clearly using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations.
- K.SL.3.A.b - Speak clearly using conventions of language when presenting individually or with a group by: continue a conversation through multiple exchanges.
- K.SL.3.A.c - Speak clearly using conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
- K.SL.4.A.a – Speak clearly, audibly using conventions of language when presenting individually or with a group by: describing personal experiences using a prop, picture, or other visual aide.
- K.SL.4.A.b - Speak clearly, audibly using conventions of language when presenting individually or with a group by: speaking in complete sentences.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- sharing ideas and experiences with details and grade level- appropriate vocabulary.
 - demonstrating curiosity and the questioning skills to search for understanding.
 - creating visuals to clarify understanding.
 - speaking clearly and audibly to be understood by others.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - answering literal yes/no questions about persons, objects, and actions.
 - using some age-appropriate vocabulary.
 - recognizing and recalling specific vocabulary, such as: conversation, discussion, clearly, details, information, questions, text, ideas, presentation.

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Speaking and Listening

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- create rules for classroom discussion and follow agreed –upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- allow and encourage classroom conversations.
- introduce/model asking and answering questions in order to seek help, get information or clarify something that is not understood.
- model speaking audibly (loud enough for peers to hear).
- model expressing thoughts, feelings, and ideas clearly.
- ask and answer questions about key details and requesting clarification if something is not understood.
- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- listen attentively to simple read aloud stories, poems, informational text and identify key details and specific facts.
- describe familiar people, places, things and events.
- provide additional details when presenting information.
- introduce how to add drawings or other visual displays to provide additional detail.
- present to peers (sharing writing, presenting thoughts and feelings).