

KINDERGARTEN

PROGRESSION OF LEARNING

ACADEMY OF THE SACRED HEART

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DEAR PRESCHOOL AND LOWER SCHOOL PARENTS,

Welcome to the new school year, we look forward to partnering with you! The Kindergarten Progression of Learning provides parents with an overview of the curriculum, concepts, and skills introduced at each grade level.

Each semester, faculty will consistently connect with you to share the curriculum and programs, provide information on your daughter's growth and progress, and gather your feedback and questions.

- In August, Sacred Heart will host Preschool and Lower School Open Houses.
- Throughout the year, grade-level teams will host parent events on academic, social, or emotional topics designed specifically for each grade level.
- Mid-semester, faculty, and parents will meet on campus for Parent Teacher Conferences to discuss the goals and progress of your daughter. Faculty will share student work samples, student self-reflections, and grade-level tools for reporting.
- At the end of each semester, progress reports can be accessed via the parent portal with optional conferences available.

Most importantly, enjoy the Kindergarten journey with your daughter and her teacher!

Sincerely,

Shara Hammet
Preschool and Lower School Division Head

PRESCHOOL & LOWER SCHOOL INTEGRATED APPROACH TO LITERACY AND WRITTEN LANGUAGE

Our approach to literacy offers Preschool and Lower School students systematic, code focused instruction that is engaging, cohesive, and differentiated. Comprehension is taught purposefully and explicitly, teaching students the strategies necessary to understand and find joy in reading. Our approach utilizes culturally sustaining texts in the context of purposeful activities.

Kindergarten instruction includes the integration of Reading and Writing Units of Study, Guided Reading, Foundations (K-Grade 3), Shared Reading, and Patterns of Power. This integrated and intentional approach includes explicit phonics instructions, opportunities to develop reading skills through the practice of a strategy presented in a mini-lesson, guided practice with a small group, development of written literacy, opportunities to read and explore a text with the whole class, and the development of vocabulary and comprehension via read alouds.

Students benefit from instruction that builds the foundation for literacy with explicit, teacher directed instruction while providing the opportunity for increased independence as students independently extend literacy through engagement with texts that they can and want to read. Determining the needs of our students means asking the right questions about our students and positioning teachers as guides who consistently inquire about the optimal balance of instructional practices for their current students.

Students need developmentally appropriate, precise instruction about every strand of literacy including letters, patterns, vocabulary, usage, and comprehension. In addition, students receive instruction that includes clear modeling, plenty of practice and feedback.

Frequent informal and formal assessment and data collection (Fountas & Pinnell Benchmark Assessment System, running records, Foundations assessments, high-frequency words assessments, and observations) are used to collect information on readers and writers. Teachers are able to use data to make frequent and subtle adjustments to each student's reading instruction. This flexible and responsive approach to literacy instruction allows teachers to best support each student's reading and writing development.



THROUGHOUT THE COURSE OF THE YEAR, KINDERGARTEN STUDENTS WILL BE ASSESSED ON HOW THEY:

- Recognize and produce rhyming words
- Blend and segment syllables in words
- Isolate and pronounce the initial sound, medial vowel sound, and final sound in CVC words heard allowed, i.e. cat is /c/ /a/ /t/
- Add or substitute individual sounds to make new words, i.e. set and change word to net
- Recognize and name all uppercase and lowercase letters
- Fluently produce sounds for all uppercase and lowercase letters
- Fluently produce sounds for digraphs.
- Distinguish short and long sounds for vowels
- Read and spell common high-frequency words by sight
- Segment and blend sounds to read and spell CVC words
- Segment and blend sounds to read and spell words with digraphs
- Demonstrate concepts of print
- Recognize common types of texts, such as nonfiction, fiction, and poetry
- Name the author and illustrator of a story and define their roles
- Ask and answer questions about key details in text read aloud
- Identify characters, settings, and major events in the story read aloud
- Read emergent-reader text with purpose and understanding
- Form letters correctly using top to bottom, left to right progression
- Draw and dictate a story
- Apply spelling rules and apply spelling of sight words in written work.
- Capitalize the first word in a sentence, the pronoun I, and names
- Recognize and apply end punctuation, such as period, question mark and exclamation mark.

OVERVIEW OF LITERACY CONCEPTS & SKILLS

Over the course of the year, Kindergarten students will be introduced to many literacy concepts and skills. These include, but are not limited to, the following:

- Sequence the letters of the alphabet
- Identify the front cover, back cover, and title page of a book
- Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page
- Isolate and identify the initial, medial, and final sounds in spoken words
- Blend letter sounds to decode simple words
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
- Write and name letters for consonant and vowel sounds
- Recognize that spoken words are represented in written language by specific sequence of letters
- Count, pronounce, blend, and segment syllables in spoken words
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- Read common high frequency words by sight
- Identify the topic and details in an expository text heard and/or read, referring to

the words and/or illustrations

- Identify basic similarities and differences between two texts on the same topic
- Read, with support, appropriate texts with purpose and understanding
- Compare and contrast the adventures of characters in familiar stories
- Retell familiar stories, including key details
- Recognize common types of texts (e.g., poems, fiction, nonfiction)
- Describe the relationship between illustrations and the story in which they appear
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts in small and larger groups. Follow agreed-upon rules for discussions
- Continue a conversation through multiple exchanges
- Form regular plural nouns orally by adding /s/ or /es/
- Use frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to solve unknown words
- Identify real-life connections between words and their use

OVERVIEW OF WRITTEN LANGUAGE CONCEPTS & SKILLS

During Kindergarten, students will be introduced to many written language concepts and skills. These include, but are not limited to, the following:

- Follow a writing process to generate a writing plan using pictures, oral language or written letters, and/or words.
- Demonstrate knowledge of capitalization, punctuation, and spelling when writing.
- 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 being studied.
- 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.
- Use a combination of drawing, dictating, and/or writing to compose opinion pieces in which they tell the reader the topic or name of a book they are writing about and state an opinion or preference about a topic or text being studied.
- Use inventive spelling with beginning, final, and medial sounds.
- Respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Describe familiar people, places, things, and events, and with support, provide additional detail.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- Recall information from experiences or gather information from provided sources to answer a question.
- Demonstrate the use of complete sentences in shared language activities.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

PRESCHOOL & LOWER SCHOOL APPROACH TO MATHEMATICS

The Academy of the Sacred Heart faculty facilitate lessons that encourage mathematical engagement, apply the creative use of visual models, and encourage students to problem solve and persevere through complex problems. Teachers facilitate whole and small group instruction, work one-on-one with students, and foster collaboration by providing students with many opportunities to actively engage with their peers.

Kindergarten uses Math in Focus Singapore Math as the core curriculum. This curriculum provides carefully constructed learning experiences that develop a deep understanding and critical thinking skills at increasingly rigorous levels.

What is the Singapore Math™ Method?

The Singapore Math method is focused on mastery, which is achieved through the intentional sequencing of concepts. Students in prekindergarten through fourth grade learn to think mathematically, relying on their depth of knowledge gained in previous lessons and units. Because students think through concepts and apply them in new ways, students are pushed to greater engagement and broader thinking as they approach variations of problem types previously encountered.

The use of the concrete, pictorial, and abstract progression includes the use of concrete materials such as connecting cubes and visual representations such as ten frames to make connections and develop a deeper mathematical understanding.

Mathematical problem solving lies at the heart of the Singapore Math Approach along with the development of key aspects including concepts, skills, processes, metacognition, and attitudes.

The development of mathematical habits are integrated within the grade level activities, explorations, practice, and discussions each day. This includes the ability to:

- Persevere in solving problems
- Construct viable arguments
- Use tools strategically
- Make use of structure
- Use mathematical models
- Use precise mathematical language
- Look for patterns

This focuses on the importance of processes and proficiency in mathematics and builds the student's problem-solving and communication skills, as well as the ability to reason, make connections, and see relationships.

THROUGHOUT THE COURSE OF THE YEAR, KINDERGARTEN STUDENTS WILL BE ASSESSED ON HOW THEY:

- Know number names and the count sequence
- Write numbers 0-20 correctly using top to bottom, left to right progression
- Count to tell the numbers of objects
- Compare and order numbers
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Compose and decompose numbers 11-19 to gain foundations for place value
- Describe and extend patterns
- Describe and compare measurable attributes
- Classify objects and count the number of objects in each category
- Identify and describe two dimensional shapes
- Identify and describe three dimensional shapes
- Analyze, compare, create, and compose shapes

OVERVIEW OF KINDERGARTEN MATH CONCEPTS & SKILLS CONCEPTS

During Kindergarten, students will be introduced to:

- Concrete models to create a set with a given number of objects
- Cardinal and ordinal numbers
- Numbers to represent quantities up to 20
- Count up to 20 objects in a set, count on and back to 20, count in 2's and 5's up to 20
- Compare and order sets and numbers up to 20
- Compare and order fewer, more, and less
- Identify and relate coin values (penny, nickel, dime, quarter)
- Count and make coin combinations
- Joining and separating sets
- Number sentences for addition and subtraction stories
- Addition and subtraction stories
- Addition and subtraction stories with addition and subtraction number sentences
- Describe and extend repeating shape patterns
- Ruler to sort objects
- Missing terms in repeating patterns
- Odd and evens numbers
- Big, middle, small
- Describe and compare objects by position
- Flat shapes, two-dimensional shapes, sort, classify by one or two attributes
- Flat shapes that make up real world objects
- Area, lengths and heights, weights, capacities, using non standard units
- Lengths (long, short, longest, shortest)
- Measurement using non standard units
- Ordering objects by weight
- Days of the week and the months of the year and duration of events
- Picture graphs, pictographs, and tally charts

SOCIAL STUDIES

The Academy of the Sacred Heart Preschool and Lower School Social Studies Program is an integrative approach that incorporates civics, economics, geography, and history with designated social studies time allotted each week across all grade levels. Curriculum and programs are aligned with the mission goals and criteria of the school through which students form the foundational skills that prepare them to participate respectfully and intelligently in society. Hallmarks of the program include:

- Meaningful, tangible, and engaging learning opportunities
- Strong foundation for inquiry using research, debates, discussions, and projects of all varieties
- Access to multiple resources-including, but not limited to, books, images, speakers, and field trips
- Students as digital citizen and global citizens
- Informational, visual, cultural, and economic literacy
- Partnerships and collaboration among faculty, enrichment teachers, and community resources

ENRICHMENT HUB

Please visit the Enrichment Hub on the parent portal resource page where you can learn more about Religion, Art, Music, Science, Technology, P.E., Library, and French classes. The Enrichment Hub details the skills and concepts introduced at each grade level and even gives you a tour of the enrichment classrooms!

Highlights from Kindergarten*

New Orleans Global Ed Unit • Streetcar Ride
New Orleans Day • Krewe of Smocks • Very Important Heart
Palette Art Show • May Crowning in Rosary Chapel
Passing of the Plaid • Mater Campus Innovation Lab

**Subject to change*



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