

Kindergarten English Language Arts Curriculum Year- At-A Glance – Writing

Unit 1: Launching Writers’ Workshop	Unit 2: Foundational Writing	Unit 3: Opinion Writing	Unit 4: Narrative Writing	Unit 5: Informative/Explanatory Writing
<p>Essential Standard(s): K_W_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_W_1_A Explain and demonstrate the work of a writer (K, S) • K_W_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting • K_W_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) • K_W_1_D Understand and demonstrate the procedures and routines during Writer’s Workshop (K, S) • K_W_1_E Identify the ways that writers get their ideas (K) • K_W_1_F Use a writer’s notebook (i.e. folder, binder, composition notebook) 	<p>Essential Standard(s): K_W_2 The student will apply a writing process, with support, to produce various forms and types of writing to convey a message. K_W_3 The student will apply with support conventions of Standard English grammar and usage through pictures, letters, words and sentences.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_W_3_N Print all upper and lowercase letters legibly (S) (L.K.1a) • K_W_3_D Write letters for all consonant and short-vowel sounds (phonemes) (S) (L.K.2c) • K_W_3_C Capitalize first letters of first and last name, the first word in a sentence, and the word I (S) (L.K.2a) • K_W_3_F Use phonetic spelling and spelling strategies for unknown words (S) (L.K.2d) • K_W_3_H Use naming words (nouns) (S) (L.K.1b) • K_W_3_A Recognize and name end punctuation (K) (L.K.2b) • K_W_3_B Use ending punctuation in written text with assistance (S) (L.K.2b) • K_W_3_P Use appropriate spacing when writing (S) 	<p>Essential Standard(s): K_W_2 The student will apply a writing process, with support, to produce various forms and types of writing to convey a message. K_W_3 The student will apply with support conventions of Standard English grammar and usage through pictures, letters, words and sentences. K_IL_1 The student will gather information from print and digital sources to produce and publish writing K_SL_1 The student will speak and listen effectively in multiple contexts (i.e.: group discussions, formal presentations)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_W_2_A Follow a writing process with guidance and support from adults to generate a draft in written form, revise writing and share writing • K_W_2_D Draw and write opinion pieces that name the topic and state an opinion (P) (W.K.1) • K_W_3_B Use ending punctuation in written text with assistance (S) (L.K.2b) • K_W_3_C Capitalize first letters of first and last name, the first word in a sentence, and the word I (S) (L.K.2a) • K_W_3_F Use phonetic spelling and spelling strategies for unknown words (S) (L.K.2d) • K_W_3_E Use correct spelling of high frequency words (S) (L.K.2d) • K_W_3_M Produce and expand complete sentences in shared language activities (S) (L.K.1f) • K_SL_1_A Identify main ideas conveyed through oral and visual media (S) (SL.K.2) • K_IL_1_D With guidance and support from adults, explore a variety of digital tools to produce and publish shared writing (S) (W.K.6) 	<p>Essential Standard(s): K_W_2 The student will apply a writing process, with support, to produce various forms and types of writing to convey a message. K_W_3 The student will apply with support conventions of Standard English grammar and usage through pictures, letters, words and sentences. K_IL_1 The student will gather information from print and digital sources to produce and publish writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_W_2_A Follow a writing process with guidance and support from adults to generate a draft in written form, revise writing and share writing • K_W_2_B Draw and write to narrate a single event or several loosely linked events in the order in which they occurred and provide a reaction to it (P) (W.K.3) • K_W_3_B Use ending punctuation in written text with assistance (S) (L.K.2b) • K_W_3_C Capitalize first letters of first and last name, the first word in a sentence, and the word I (S) (L.K.2a) • K_W_3_E Use correct spelling of high frequency words (S) (L.K.2d) • K_W_3_F Use phonetic spelling and spelling strategies for unknown words (S) (L.K.2d) • K_W_3_G Use correct spelling of words with simple CVC patterns (S) (L.K.2d) • K_W_3_I Form regular plural nouns orally by adding /s/ or /es/ (S) (L.K.1c) • K_W_3_J Use action words (verbs) (S) (L.K.1b) • K_W_3_K Use describing words (adjectives) (S) (L.K.1g) • K_IL_1_B Recall information from experiences or gather information from provided sources to answer a question (K) (W.K.8) • K_IL_1_D With guidance and support from adults, explore a variety of digital tools to produce and publish shared writing (S) (W.K.6) 	<p>Essential Standard(s): K_W_2 The student will apply a writing process, with support, to produce various forms and types of writing to convey a message. K_W_3 The student will apply with support conventions of Standard English grammar and usage through pictures, letters, words and sentences. K_IL_1 The student will gather information from print and digital sources to produce and publish writing. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_W_2_C Draw and write to compose information/explanatory texts (P) (W.K.2) • K_W_3_F Use phonetic spelling and spelling strategies for unknown words (S) (L.K.2d) • K_W_3_E Use correct spelling of high frequency words (S) (L.K.2d) • K_W_3_G Use correct spelling of words with simple CVC patterns (S) (L.K.2d) • K_W_3_B Use ending punctuation in written text with assistance (S) (L.K.2b) • K_W_3_M Produce and expand complete sentences in shared language activities (S) (L.K.1f) • K_W_3_L Use question words (interrogatives) (S) (L.K.1d) • K_W_3_O Use the most frequently occurring prepositions. (to, from, in, out, on, off, for, of, by, with) • K_IL_1_A Recall information from experiences or gather information from provided sources to answer a question (K) (W.K.8) • K_IL_1_D With guidance and support from adults, explore a variety of digital tools to produce and publish shared writing (S) (W.K.6) • K_SL_1_A Identify main ideas conveyed through oral and visual media (S) (SL.K.2)

Kindergarten English Language Arts Curriculum Year-At-A-Glance – Reading

Unit 1: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Using and Creating Schema	Unit 4: Using Sensory Images
<p>Essential Standard(s): K_R_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_1_A Explain and demonstrate the work of a reader (K, S) • K_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting • K_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) • K_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and keep a record of reading (R) • K_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K, S) • K_SL_1_C Follow agreed-upon rules for discussions and speaking (ie listen to others, speak one at a time, eye contact, volume, pace, be prepared) • K_R_1_F Communicate about reading in a variety of ways (S) • K_R_1_G Select appropriate personal goals as a reader to monitor progress (K) 	<p>Essential Standard(s): K_R_2 The student will demonstrate understanding of the basic concepts of print. K_R_5 The student will read with sufficient fluency and accuracy to support comprehension. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_2_A Identify common types of texts (fiction, nonfiction, poems, etc.) (K) (RL.K.5) • K_R_2_B Locate front and back cover of text (K) (RI.K.5) • K_R_2_C Locate title of text (K) (RI.K.5) • K_R_2_D Explain the purpose of author and illustrator (K) (RL.K.6, RI.K.6) • K_R_2_E Distinguish between letter, word and sentence (R) (RFS.K.1c) • K_R_2_G Read words from left to right, top to bottom, page by page, and return sweep (S) (RFS.K.1a) • K_R_5_A Read simple text consisting of high frequency words (K) (RFS.K.3c) • K_SL_1_B Express ideas thoughts or feelings clearly at an appropriate pace (S) (SL.K.6) 	<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. K_R_7 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_SL_1_B Express ideas, thoughts, or feelings clearly at an appropriate pace (S) (SL.K.6) • K_SL_1_C Follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (S) (SL.K.1a) • K_R_7_C With prompting, identify basic similarities and differences between the information within two texts (K) (RI.K.9) • K_R_6_D With prompting, identify basic similarities and differences between characters' experiences in familiar stories (K) (RL.K.9) • K_R_6_E With prompting, use schema to make connections (R) • K_R_6_A With prompting, use details from text to identify the setting, main characters and major events (K) (RL.K.3) 	<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_6_G The student will create images connected to the senses of sight, hearing, taste, touch, and smell to enhance and personalize understanding. • K_R_6_A With prompting, use details from text to identify setting, main characters and major events (K) (RL.K.3) • K_R_6_B With prompting, retell stories with key details (RL.K.1) • K_SL_1_E Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.K.4)
Unit 5: Questioning	Unit 6: Inferring	Unit 7: Determining Importance	Unit 8: Synthesizing
<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature K_R_7 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_6_C With prompting, ask and answer questions to clarify understanding of a text (S) (RL.K.1) • K_R_7_B With prompting, ask and answer questions to clarify understanding of a text (S) (RI.K.1) • K_SL_1_D Ask and answer questions in order to seek help, get information, or clarify something that is not understood (S) (SL.K.3) 	<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature K_R_7 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_6_H Determine meaning of unknown words based on Kindergarten reading and content. (K) (L.K.4) • K_R_6_A With prompting, use details from text to identify the setting, main characters and major events (K) (RL.K.3) • K_R_6_C With prompting, ask and answer questions to clarify understanding of a text (S) (RL.K.1) 	<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature K_R_7 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. K_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_6_A With prompting, use details from text to identify the setting, main characters and major events (K) (RL.K.3) • K_R_6_B With prompting, retell stories with key details. (RL.K.1) • K_R_7_A With prompting, recall the main topic and key details of a text (K) (RI.K.2) • K_SL_1_E Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences • K_SL_1_B Express ideas, thoughts, or feelings at an appropriate pace (S) (SL.K.6) • K_SL_1_F Use visual displays when appropriate (S) (SL.K.3) 	<p>Essential Standard(s): K_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_6_F With prompting, the student will monitor overall meaning, important concepts, central in a literary text. (R) • K_R_6_B With prompting, retell stories with key details. (RL.K.1)

Kindergarten English Language Arts Curriculum Year-At-A-Glance – Word Work

Unit 1: Word Work	Unit 2: Word Work	Unit 3: Word Work	Unit 4: Word Work
<p>Essential Standard(s): K_R_3 The student will demonstrate and apply phonemic awareness. K_R_5 The student will read with sufficient fluency and accuracy to support comprehension.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_2_F Recognize and name all upper and lowercase letters of the alphabet (K) (RFS.K.1d) • K_R_5_A Read simple text consisting of high frequency words (K) (RFS.K.3c) • K_R_3_C Isolate consonant sounds (K) (RFS.K.3a) • K_R_4_B Demonstrate one-to-one letter-sound correspondence (S) (RFS.K.3a) 	<p>Essential Standard(s): K_R_3 The student will demonstrate and apply phonemic awareness. K_R_5 The student will read with sufficient fluency and accuracy to support comprehension.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_3_A Recognize rhyming words (K) (RFS.K.2a) • K_R_3_E Segment sounds in CVC words (S) (RFS.K.2b,c,d) • K_R_3_F Blend sounds to form CVC words (S) (RFS.K.2b,c,d) • K_R_3_D Hear and say spoken phonemes (S) (RFS.K.3a) • K_R_5_A Read simple text consisting of high frequency words (K) (RFS.K.3c) • K_R_4_C Say and write all consonant and short vowel sounds associated with letters (P) (RFS.K.3b) 	<p>Essential Standard(s): K_R_3 The student will demonstrate and apply phonemic awareness. K_R_5 The student will read with sufficient fluency and accuracy to support comprehension. K_R_4 The student will develop and apply phonics and decoding.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_3_B Produce rhyming words (K) (RFS.K.2a) • K_R_4_A Distinguish between written words with similar spellings by identifying the sounds of the letters that differ (R) (RFS.K.3d) • K_R_5_A Read simple text consisting of high frequency words (K) (RFS.K.3c) • K_R_3_G Add or change beginning or ending sounds (phonemes) in simple, one syllable words to make new words (S) (RFS.K.1e) 	<p>Essential Standard(s): K_R_5 The student will read with sufficient fluency and accuracy to support comprehension. K_R_4 The student will develop and apply phonics and decoding.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • K_R_5_A Read simple text consisting of high frequency words (K) (RFS.K.3c) • K_R_4_A Distinguish between written words with similar spellings by identifying the sounds of the letters that differ (R) (RFS.K.3d) • K_R_3_G Add or change beginning or ending sounds (phonemes) in simple, one syllable words to make new words (S) (RFS.K.1e)