

READING, ENGLISH, LANGUAGE ARTS

LENGTH OF TIME: Daily (2 Hours)

GRADE LEVEL: K (Kindergarten Grade)

DESCRIPTION OF COURSE: The kindergarten language arts curriculum will focus on developing foundational skills that prepare students for later learning in the language arts. These foundational skills include the development of listening and speaking skills, pre-writing, and writing skills, phonological awareness, concepts about print, and other pre and early reading skills. Students will be engaged with various literacy materials and activities in a literature based environment throughout their daily classroom routine. An integrated focus will be attained through the Essential Question.

ESSENTIAL QUESTION: How do I communicate?

COURSE STANDARDS: PA Core Standards (Academic Standards for English Language Arts PreK -5) <https://www.pdesas.org/Page?pagelD=11>

READING:

Standard 1.1: Foundational Skills

Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.1.K.A Utilize book handling skills

1.1.K.B Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page to page
- Recognize that spoken words are represented in written language by specific sequences of letters.

- Understand that words are separated by spaces in print.

- Recognize and name all uppercase and lowercase letters of the alphabet.

1.1.K.C Demonstrate understanding of spoken words, syllables and sounds (phonemes).

- Recognize and produce rhyming words

- Count, pronounce, blend, and segment syllables in spoken words.

- Blend and segment onsets and rimes of single-syllable spoken words.

- Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words.

1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.

- Associate the long and short sounds with common spellings for the five major vowels.

- Read grade-level high-frequency sight word with automaticity.

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1.1.K.E Read emergent-reader text with purpose and understanding.

Standard 1.2: Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- 1.2.K.A With prompting and support, identify the main idea and retell key details of text.
- 1.2.K.B With prompting and support, answer questions about key details in a text.
- 1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- 1.2.K.D Intentionally Blank
- 1.2.K.E Identify parts of a book (title, author) and parts of the text (beginning, end, details).
- 1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.
- 1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.
- 1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.
- 1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- 1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to Texts.
- 1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- 1.2.K.L Actively engage in group reading activities with purpose and understanding.

Standard 1.3: Reading Literature

Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- 1.3.K.A With prompting and support, retell familiar stories, including key details.
- 1.3.K.B Answer questions about key details in a text.
- 1.3.K.C With prompting and support, identify characters, settings, and major events in a story.
- 1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.
- 1.3.K.E Recognize common types of text.
- 1.3.K.F Ask and answer questions about unknown words in a text.
- 1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).
- 1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.
- 1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- 1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- 1.3.K.K Actively engage in group reading activities with purpose and understanding.

CURRICULUM PROGRAMS/TOOLS:

1. Benchmark Literacy Reading Series
2. Foundations Systematic Phonics Program
3. Making Meaning w/Vocabulary
4. Leveled Trade Books

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Provide daily opportunities for learners to look at and read books, daily message, charts, posters, and magazines, word walls, letter recognition
- Provide a learning center and classroom library where learners can independently practice using print conventions
- Use trade books that are read aloud to children as a source for identifying interesting words and developing conceptual understanding
- Encourage and support learners as they expand their use of language during classroom conversations
- Emphasize letter-sound relationships during large and small group shared reading experiences
- Engage learners in conversations about big ideas and concepts in reading selections
- Provide a variety of texts in the classroom library
- Engage learners in discussions to compare fiction and nonfiction texts
- Provide ideas and discussion that help learners make connections between what they read and their own life
- Explicitly model comprehension and metacognitive strategies during interactive read alouds
- Provide opportunities for learners to share and research topics of interest
- Select software and Internet websites to support digital literacy
- Reading Workshop
- Model use of graphic organizers
- Teach close-reading strategies to further comprehension of text

ENGLISH / WRITING:

Standard 1.4: Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.

1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

1.4.K.D Make logical connections between drawing and dictation/writing.

1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.

1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize the first word in a sentence and pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

1.4.K.H Form an opinion by choosing between two given topics.

1.4.K.I Support the opinion with reasons.

1.4.K.J Make logical connections between drawing and writing.

1.4.K.K Intentionally Blank

1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

1.4.K.N. Establish who and what the narrative will be about.

1.4.K.O Describe experiences and events.

1.4.K.P Recount 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.

1.4.K.Q Intentionally Blank

1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

1.4.K.S Intentionally Blank

1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.

1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

1.4.K.V Participate in individual or shared research projects on a topic of interest.

1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

1.4.K.X Write routinely over short time frames.

CURRICULUM PROGRAMS/TOOLS:

1. Units of Study Writing Program
2. Foundations and Zaner-Bloser Manuscript Workbook
3. Benchmark Writer's Workshop Language Mini-Lessons

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Implement writing workshop
- Small group and/or individual conferencing
- Student goal setting
- Writing rubrics
- Word Walls
- Teach pre-writing practices
- Integration of spelling strategies
- Integration of mentor texts
- Modeling of craft moves within writing
- Implementation of writers' shares
- Implementation of writing mantras
- Offer resources for students to use in collecting information
- Create a positive writing environment
- Provide opportunity for students to use in collecting information

Standard 1.5: Speaking and Listening

Students will present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions.

1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.

1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.

1.5.K.F Intentionally Blank

1.5.K.G Demonstrate command of conventions of standard English when speaking, based on kindergarten level and content.

CURRICULUM PROGRAMS/TOOLS:

1. Integrate using a cross-curricular approach

INSTRUCTIONAL SUPPORTS/PRACTICES:

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking

PERFORMANCE ASSESSMENTS:

1. Class Participation
2. Multi-Media Presentation

TITLES OF UNITS

READING

1. Benchmark Literacy

- a. Marking Period 1: Benchmark Literacy *First 30 Days*
Ask Questions/Identify Main Idea & Supporting Details
- B. Marking Period 2: Visualize/Analyze Character
Determine Text Importance/Identify Sequence of Events
- C. Marking Period 3: Summarize & Synthesize/Analyze Story Elements
Make Connections/Make Inferences
Fix-Up Monitoring/Summarize Information
- D. Marking Period 4: Make Inferences/Make Predictions
Determine Text Importance/Compare & Contrast
Make Connections/Identify Cause & Effect

2. Making Meaning Themes (Titles of Units)

- A. Unit 1: The Reading Life - Fiction & Nonfiction – Making Meaning Vocabulary - Weeks 1-5 (Sept/Oct)
- B. Unit 2: Making Connections – Fiction – Making Meaning Vocabulary – Weeks 6-8 (Nov)
- C. Unit 3: Retelling – Fiction – Making Meaning Vocabulary – Weeks 9-11 (Dec)
- D. Unit 4: Visualizing - Poetry, Fiction & Making Meaning Vocabulary – Weeks 12-15 (Jan)
- E. Unit 5: Wondering – Fiction & Narrative Nonfiction – Making Meaning Vocabulary – Weeks 16-18 (Feb)
- F. Unit 6: Making Connections – Expository Nonfiction – Making Meaning Vocabulary – Weeks 19-22 (March)
- G. Unit 7: Wondering - Expository Nonfiction – Making Meaning Vocabulary – Weeks 23 – 25 (April)
- H. Unit 8: Exploring Text Features – Expository Nonfiction – Making Meaning Vocabulary – Weeks 26 – 28 (May)
- I. Unit 9: Revising the Reading Life – (June)

WRITING

Marking Period 1: Unit 1 Narrative “Launching the Writing Workshop”

Marking Period 2: Complete Unit 1 Narrative “Launching the Writing Workshop” & Unit 2 Narrative, Bend 1 “Writing Stories that People Can Really Read”

Marking Period 3: Unit 2 Narrative Bends 2 “Tools Give Writers Extra Power” & 4

“Preparing for Publication”; Unit 3 Information Bend 1 “Writing How-To Books, Step by Step”

Marking Period 4: Unit 4 Opinion Bend 1 “Exploring Opinion Writing: Making Our School a Better Place”

SAMPLE INSTRUCTIONAL STRATEGIES

- Reading & Writing Instruction/Workshop
- Direct instruction in large & small group settings
- Differentiated Instruction
- Teacher modeling
- Shared/Guided & Independent Reading
- Reflection & Response Comprehension Activities
- Word Study Activities
- Shared/Interactive & Independent Writing
- KidWriting
- Strategy Based Instruction

MATERIALS

1. Units of Study Writing Program
2. Benchmark Literacy Reading Series
3. Mentor Texts and Leveled Trade Books
4. Benchmark Writer’s Workshop Language Mini-Lessons
5. Foundations
6. Zaner-Bloser Manuscript Workbook

METHODS OF INTERVENTIONS AND ENRICHMENT

1. Small Group Differentiated Instruction
2. Student Services Team (SST)
4. PAL (Gifted Support)
5. Title 1 Reading Support

METHODS OF EVALUATION: (Required District Assessments)

1. Developmental Reading Assessment (DRA2) Spring
2. Palisades Kindergarten Early Literacy Assessment
3. Palisades Quarterly Writing Assessment
4. Palisades Beginning of the Year Writing Assessment
5. Measures of Academic Performance (MAP) – Winter, & Spring
6. Dibels Next/CBA
7. Benchmark Literacy Comprehension Strategies Assessments (Units 1-8)
8. Instant Sight Word Assessment