

# **English Language Arts Curriculum: Grade Kindergarten**

**MAYWOOD PUBLIC SCHOOLS**

**JULY, 2012**

The following maps outline the Common Core Standards for grade two English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessment:**

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)  
End of Unit/Theme Assessments  
End of Book Activities  
Running Records  
Book reports  
Written activities i.e. graphic organizers  
Sequencing activities  
Read alouds  
Researching sources  
Comprehension: illustrations, sentences

Writing and Language

Journal Entries  
Writing Process Pieces  
End of Book Activities  
Persuasive: Writing a letter  
Narrative: Story Writing  
Expository: "How-to"  
Book reports  
Proofreading Editing  
Written activities i.e. graphic organizers  
Writing samples

Foundational Skills

Running records  
Spelling Tests/Dictations  
Sorting activities  
Building words

**Resources:**

Graphic Organizers	Sequencing cards	Writers checklist
Chart Paper	Leveled readers	Letter manipulatives
Student Journals	Sentence strips	Audio books
Center Games	Word rings	Classroom library
Flannel Boards	Proofreading chart	Retelling props

**References:**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>  
[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)  
Common Core Exemplars: [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

**Websites:**

<a href="http://www.brainpop.com">www.brainpop.com</a>	<a href="http://www.spellingcity.com">www.spellingcity.com</a>
<a href="http://www.brainpopjr.com">www.brainpopjr.com</a>	<a href="http://www.tumblebooks.com">www.tumblebooks.com</a>
<a href="http://www.starfall.com">www.starfall.com</a>	<a href="http://www.storylineonline.net">http://www.storylineonline.net</a>
<a href="http://www.studyisland.com">www.studyisland.com</a>	<a href="http://www.scholastic.com">www.scholastic.com</a>
<a href="http://www.readwritethink.org">www.readwritethink.org</a>	<a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a>

**Language Arts Curriculum: Grade Kindergarten**  
**Reading Standards for Literature**

<b>Essential Question(s):</b> How do readers use text to support an interpretation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>Standard: RL.K.1</b>			
<b>Vocabulary:</b> key details			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Answer and develop questions about key details in the text</li> <li>• Participate actively and appropriately in discussions about literary text.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions during and after a reading</li> <li>• Model how to use key details to support answers</li> <li>• Provide opportunities for students to answer questions</li> </ul>	

<b>Essential Question(s):</b> How do readers determine the message the author is trying to convey?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RL.K.2</b>			
<b>Vocabulary:</b> key detail, retell, sequence, summarize			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>• Summarize events of a story including key details</li> </ul>	<ul style="list-style-type: none"> <li>• Have students retell story in a logical sequence (i.e. flannel board, role play, picture cards)</li> <li>• Draw events to be placed in sequential order and support story details.</li> <li>• Ask guided questions</li> </ul>	

<b>Essential Question(s):</b> How do readers determine how characters, events and ideas develop and interact?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard: RL.K.3</b>			
<b>Vocabulary:</b> character, setting, event, illustrate			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>Identify the elements in a story, including characters and the setting</li> <li>Describe characters, settings, and major events</li> <li>Create illustrations to depict characters, settings, and major story events</li> </ul>	<ul style="list-style-type: none"> <li>Teach story elements through guided questions</li> <li>Use graphic organizers to teach story elements (i.e. story map/web)</li> <li>Use illustrations within text for questioning</li> </ul>	

<b>Essential Question(s):</b> How do readers interpret the author's use of language?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard: RL.K.4</b>			
<b>Vocabulary:</b> unknown, meaning			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
4. Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>With prompting and support, use text and/or illustrations to identify meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to unknown words <ul style="list-style-type: none"> <li>“Does anyone see any new or interesting words?”</li> </ul> </li> <li>Use a think aloud to model the questions a reader asks when they encounter an unknown word <ul style="list-style-type: none"> <li>“What does _____ mean?” “Are there words or pictures that can help me?”</li> </ul> </li> <li>Model how to use the text and illustrations to determine meaning of an unknown word</li> <li>Provide opportunities for students to help define unknown words</li> </ul>	

<b>Essential Question(s):</b> How do readers use text structure to understand meaning?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
<b>Standard: RL.K.5</b>			
<b>Vocabulary:</b> text, storybook, poem, title, author			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
5. Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>Listen to, read, and discuss a variety of texts</li> <li>Identify similarities and differences between texts</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of various types of text</li> <li>Teach the distinguishing features of various types of text</li> <li>Have students identify various types of text (i.e. sorting, Venn-Diagram)</li> </ul>	Students read two texts on the topic of pancakes (Tomie DePaola's <i>Pancakes for Breakfast</i> and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a storybook and the text that is a poem.

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RL.K.6</b>			
<b>Vocabulary:</b> author, illustrator, role			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> <li>Identify the author and describe his/her role</li> <li>Identify the illustrator and describe his/her role</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to authors and illustrators</li> <li>Define the roles of authors and illustrators</li> </ul>	

<b>Essential Question(s):</b> How do readers use illustrations to understand the text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
<b>Standard: RL.K.7</b>			
<b>Vocabulary:</b> illustration			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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).	<ul style="list-style-type: none"> <li>Explain how illustrations contribute to the understanding of a story</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the relationship between the text and illustrations</li> </ul>	Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>Standard: RL.K.8</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
(Not applicable to literature)			

<b>Essential Question(s):</b> How do readers make connections between texts?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<b>Standard: RL.2.9</b>			
<b>Vocabulary:</b> compare, contrast, alike, different, similarities, differences			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• Discuss what characters do and say in a familiar story</li> <li>• Compare and contrast the adventures and experiences of characters from familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• Have students identify characters</li> <li>• Ask guided questions about the similarities and differences of the adventures and experiences characters</li> <li>• Use graphic organizers (Venn-Diagram, T-Chart)</li> </ul>	Students (with prompting and support for the teacher) compare and contrast the adventures and experiences of the owl in Arnold Lobel's <i>Owl at Home</i> to those of the owl in Edward Lear's poem "The Owl and the Pussycat".

<b>Essential Question(s):</b> How do readers use comprehension strategies to improve understanding of text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard: RL.K.10</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• Read a variety of genres</li> <li>• Read literature varying in complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to a variety of genres</li> <li>• Expose students to literature varying in complexity</li> <li>• Scaffold reading and comprehension as needed</li> </ul>	

**Language Arts Curriculum: Grade Kindergarten**  
**Reading Standards for Informational Text**

<b>Essential Question(s):</b> How do readers use text to support answers to questions?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>Standard: RI. K.1</b>			
<b>Vocabulary:</b> key detail			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• Answer and develop questions about key details in the text</li> <li>• Participate actively and appropriately in discussions about informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions during and after a reading</li> <li>• Model how to use key details to support answers</li> <li>• Provide opportunities for students to answer questions</li> </ul>	

<b>Essential Question(s):</b> How do readers use key details from the text to support the main idea?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RI. K.2</b>			
<b>Vocabulary:</b> main topics, key detail, retell			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• Identify main topic and key details of a text</li> <li>• Retell key details</li> </ul>	<ul style="list-style-type: none"> <li>• Model finding main topic and key details</li> <li>• Use graphic organizers (concept map/web)</li> </ul>	Students (with prompting and support from the teacher) read “Garden Helpers” in <i>National Geographic Young Explorers</i> and demonstrate their understanding of the main idea of the text- not all bugs are bad- by retelling key details.



<b>Essential Question(s):</b> How do readers make connections between concepts in a text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard: RI. K.3</b>			
<b>Vocabulary:</b> connection, individuals, events, ideas			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>Identify individuals, events, ideas, or facts and their characteristics</li> <li>Retell two events, ideas, or pieces of information, or identify two individuals in a text.</li> <li>Explain the relationship between two individuals, events, ideas, or pieces of information, (e.g., compare/contrast, cause/effect).</li> </ul>	<ul style="list-style-type: none"> <li>Ask leading questions: (respond verbally or through illustrations) <ul style="list-style-type: none"> <li><i>Individuals:</i> Why was Martin Luther King important? Why was Rosa Parks important? Is what they did the same?</li> <li><i>Events:</i> How was the first Thanksgiving celebrated? How do you celebrate Thanksgiving? How are they the same?</li> </ul> </li> <li>Use graphic organizer (i.e. Venn-Diagram)</li> </ul>	Student (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkin and True Kelley's <i>How People Learned to Fly</i> by performing the "arm spinning" experiment described in the text.

<b>Essential Question(s):</b> How do readers determine the meaning and use of content specific vocabulary?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard: RI. K.4</b>			
<b>Vocabulary:</b> unknown words			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>With prompting and support, use text and/or illustrations to identify meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to unknown words <ul style="list-style-type: none"> <li>“Does anyone see any new or interesting words?”</li> </ul> </li> <li>Use a think aloud to model the questions a reader asks when they encounter an unknown word <ul style="list-style-type: none"> <li>“What does _____ mean?” “Are there words or pictures that can help me?”</li> </ul> </li> <li>Model how to use the text and illustrations to determine meaning of an unknown word</li> <li>Provide opportunities for students to help define unknown words</li> </ul>	Students ask and answer questions about animal (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page’s <i>What Do You Do With a Tail Like This?</i>

<b>Essential Question(s):</b> How do readers use text features to locate information?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
<b>Standard: RI. K.5</b>			
<b>Vocabulary:</b> front cover, back cover, title page			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>Identify parts of a book</li> </ul>	<ul style="list-style-type: none"> <li>Review parts of a book</li> <li>Have students identify parts of a book</li> </ul>	

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RI. K.6</b>			
<b>Vocabulary:</b> author, illustrator, role			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>Identify the author and describe his/her role</li> <li>Identify the illustrator and describe his/her role</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to authors and illustrators</li> <li>Define the roles of authors and illustrators</li> </ul>	Students identify Edith Thacher Hurd as the author of <i>Starfish</i> and Robin Brickman as the <i>illustrator</i> of the text and define the role and materials each contributes to the text.

<b>Essential Question(s):</b> How do readers use information from illustrations and text to demonstrate understanding?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
<b>Standard: RI. K.7</b>			
<b>Vocabulary:</b> text, illustration			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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).	<ul style="list-style-type: none"> <li>Explain how illustrations contribute to the understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the relationship between the text and illustrations</li> <li>Have students illustrate a key detail from the text and explain how it relates to the topic</li> </ul>	

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>Standard: RI. K.8</b>			
<b>Vocabulary:</b> details, reasons, support, author's point			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Recall details from a text.</li> <li>Identify key ideas and its supporting details in a text</li> <li>Identify details that support a specific point in a text</li> </ul>	<ul style="list-style-type: none"> <li>Use graphic organizers (i.e. key idea/support details)</li> <li>Have students sort details according to main idea</li> <li>Have students list reasons that support the author's point</li> </ul>	

<b>Essential Question(s):</b> How do readers make connections or determine differences and/or similarities among texts of the same topic?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<b>Standard: RI. K.9</b>			
<b>Vocabulary:</b> same, different, compare, contrast, topics			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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).	<ul style="list-style-type: none"> <li>Identify the topic from each text</li> <li>Determine similarities and differences between the two texts</li> </ul>	<ul style="list-style-type: none"> <li>Have students identify the topic of each text</li> <li>Use graphic organizers to list similarities and differences (i.e. Venn Diagram, T-Chart)</li> </ul>	

<b>Essential Question(s):</b> How do readers understand information texts in all subject areas?			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard: RI. K.10</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Contribute to reading activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to engage in group reading activities</li> </ul>	

**Language Arts Curriculum: Grade Kindergarten**  
**Foundational Skills**

<b>Essential Question(s): How do students understand the organization and basic features of print?</b>			
<b>21<sup>st</sup> Century Skill:</b> Critical Thinking and Problem Solving			
<b>Foundational Skills</b>			
<b>Area: Print Concepts</b>			
<b>Standard: RF. K.1</b>			
<b>Vocabulary:</b> alphabet, capital, lowercase, uppercase, finger spacing, left, right, top, bottom			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Demonstrate interest/attention to print</li> <li>• Follow words from left to right, top to bottom, front to back and page by page</li> <li>• Make return sweep to next line of text</li> </ul>	<ul style="list-style-type: none"> <li>• Model directionality through reading and writing (i.e. morning message, read alouds, and modeled writing)</li> </ul>	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none"> <li>• Recognize that spoken words can be written, spoken and read</li> <li>• Explain the difference between letters and words</li> <li>• Recognize that letters go together to make words</li> <li>• Identify words in text</li> </ul>	<ul style="list-style-type: none"> <li>• Make connection between verbal and written language (i.e. morning message, experience chart)</li> <li>• Label classroom to foster print awareness</li> </ul>	
c. Understand that words are separated by spaces in print	<ul style="list-style-type: none"> <li>• Explain the difference between a letter and a word</li> <li>• Recognize that letters build words and words build sentences</li> <li>• Recognize that printed words are separated by spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Model finger spacing</li> <li>• Use text to show spacing between words</li> <li>• Explicitly teach spacing during: morning meeting, shared/ interactive writing experiences</li> </ul>	
d. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• Differentiate between numerals, letters and words</li> <li>• Attend to print in order to learn letter names</li> <li>• Identify and name upper and lower case letters out of context and in isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Display alphabet chart for daily review</li> <li>• Use letter manipulatives for daily review/ student recognition</li> <li>• Use interactive activities/games (letter BINGO, classroom scavenger hunt)</li> </ul>	

<b>Essential Question(s): How do students demonstrate an understanding of sounds, syllables, and spoken words?</b>			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Foundational Skills</b>			
<b>Area: Phonological Awareness</b>			
<b>Standard: RF. K.2</b>			
<b>Vocabulary:</b> rhyme, blend, segment, syllable, isolate			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
a. Recognize and produce rhyming words.	<ul style="list-style-type: none"> <li>Identify rhymes in text and speech (stories, rhymes, songs, etc)</li> <li>Orally state rhymes</li> <li>Produce rhyming words within a word family</li> </ul>	<ul style="list-style-type: none"> <li>Model how to identify rhyming words in text and speech (stories, rhymes, songs, etc)</li> <li>Provide exposure to rhyming activities: <ul style="list-style-type: none"> <li>Match rhyming cards</li> </ul> </li> <li>Teach and write word families</li> </ul>	
b. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>Clap, count, and tap syllables</li> <li>Identify syllables in a word (segment)</li> <li>Blend syllables to pronounce word</li> </ul>	<ul style="list-style-type: none"> <li>Model segmenting syllables through clapping, counting, and tapping</li> <li>Provide practice in counting, segmenting and blending syllables</li> </ul>	
c. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> <li>Identify initial and final sounds in a word</li> <li>Categorize words as same or different by onset and rime</li> <li>Orally blend word parts (e.g. onsets, rimes)</li> </ul>	<ul style="list-style-type: none"> <li>Use hand gestures and body movement to demonstrate how to blend and segment onsets and rime</li> <li>Use picture cards to blend and segment onsets and rimes</li> <li>Model blending and segmenting onsets and rimes orally</li> </ul>	
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	<ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial and final sounds in spoken words</li> <li>Recognize similarities and differences in the initial, medial and final sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>Have students use letter cards or magnetic letters to identify phonemes</li> <li>Identify beginning, medial, and ending sounds in words</li> <li>Model how to: <ul style="list-style-type: none"> <li>Segment phonemes (ex. tapping)</li> </ul> </li> </ul>	

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<ul style="list-style-type: none"> <li>Orally blend and segment individual phonemes in three phoneme words</li> <li>Orally add or delete a sound (phoneme) at the end of a simple, one-syllable word to make a new word</li> </ul>	<ul style="list-style-type: none"> <li>Have students use letter cards or magnet letters to make new words</li> <li>Change beginning, medial and ending sounds to make new words</li> </ul>	
--	--	--	--

**Essential Question(s):** How do readers apply phonics to decode words?

**21st Century Skill:** Critical Thinking and Problem Solving

**Foundational Skills**

**Area: Phonics and Word Recognition**

**Standard: RF.K.3**

**Vocabulary:** alphabet, letters, sounds, word families, sight words

Grade Specific Standard	Skills	Procedures and Examples	
-------------------------	--------	-------------------------	--

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<ul style="list-style-type: none"> <li>Identify and name upper and lower case letters of the alphabet</li> <li>Produce sound of each consonant</li> </ul>	<ul style="list-style-type: none"> <li>Use objects, pictures and symbols to represent letter sounds</li> <li>Use magnetic letters and white boards to review sound/letter correspondence</li> <li>Have students hunt for pictures or objects that represent frequent consonant sounds</li> </ul>	
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> <li>Identify the difference between consonants and vowels.</li> <li>Recognize that a single vowel letter stands for a short or long vowel sound</li> </ul>	<ul style="list-style-type: none"> <li>Use objects, pictures and symbols to represent long and short vowel sounds</li> <li>Have students sort words or pictures by the long or short vowel sound</li> <li>Use word families to teach common vowel patterns</li> </ul>	
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<ul style="list-style-type: none"> <li>Recognize and read high frequency words with increasing automaticity</li> <li>Read name in isolation with automaticity</li> </ul>	<ul style="list-style-type: none"> <li>Display common high frequency sight words on word wall</li> <li>Have student sky write words</li> <li>Review words daily</li> <li>Reinforce the use of the high frequency sight words during journal writing</li> </ul>	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> <li>Identify sounds of words in isolation</li> </ul>	<ul style="list-style-type: none"> <li>Use white board to show differences in words</li> <li>Word game that highlight changing phonemes</li> <li>Model identifying letter/sound in rhymes and word families</li> </ul>	



<b>Essential Question(s):</b> How do readers improve fluency to support comprehension?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Foundational Skills</b>			
<b>Area:</b> Fluency			
<b>Standard:</b> RF.K.4			
<b>Vocabulary:</b> predictions, directionality, left, right, top, bottom, punctuation, comprehension			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
4. Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Employ reading strategies while reading independently and aloud               <ul style="list-style-type: none"> <li>- Pre-reading: prediction making, setting a purpose</li> <li>- During reading: ask questions, make connections</li> <li>- After reading: summarize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model strategies good readers use (questioning, re-reading, using context clues)</li> <li>• Practice a variety of reading formats:               <ul style="list-style-type: none"> <li>- student guided reading</li> <li>- peer reading</li> <li>- teacher read-aloud</li> </ul> </li> </ul>	

**Language Arts Curriculum: Grade Kindergarten**  
**Writing**

<b>Essential Question(s):</b> How do writers use valid evidence to support claims?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>Standard: W.K.1</b>			
<b>Vocabulary:</b> opinion, preference, dictation, topic			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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...).	<ul style="list-style-type: none"> <li>• Identify the topic or book</li> <li>• Establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story</li> <li>• Develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing</li> <li>• Form an opinion and express a preference.</li> <li>• Express an opinion orally or using drawing, dictation, or writing to respond to a prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of books</li> <li>• Discuss what an opinion is</li> <li>• Provide opportunities for students to share their preferences as an example of opinions</li> <li>• Model different expressions of opinion</li> <li>• Have students complete a journal entry: write and/or draw an opinion of a book</li> </ul>	

<b>Essential Question(s):</b> How do writers explore topics and convey ideas?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>Standard: W.K.2</b>			
<b>Vocabulary:</b> topic, details, fact, opinion			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify the topic or book</li> <li>Establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story</li> <li>Develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing</li> <li>Identify fact vs. opinion</li> <li>With prompting and support, participate in shared research on a topic.</li> <li>With prompting and support, express several facts that are all related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Assist students in selecting topics based on prior knowledge (Use KWL chart)</li> <li>Teach the difference between fact and opinion</li> <li>Provide graphic organizer to reinforce staying on topic (ex. web)</li> <li>If working on a shared topic engage students in shared research</li> </ul>	

<b>Essential Question(s):</b> How do writers develop effective narratives?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Standard: W.K.3</b>			
<b>Vocabulary:</b> story structure, topic, narrate, beginning, middle, end, reaction, sequence			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify a single event or several loosely linked events</li> <li>Understand the purpose of story structure (e.g., beginning, middle, and end)</li> <li>Create a narrative through drawing, dictation, or writing</li> </ul>	<ul style="list-style-type: none"> <li>Assist students in selecting topics based on prior knowledge (Use KWL chart)</li> <li>Provide graphic organizer to reinforce staying on topic (ex. web)</li> <li>Introduce story structure (beginning, middle, and end)</li> <li>Provide example of the sequence of events in texts and the reactions to the events</li> </ul>	

<b>Essential Question(s):</b> How do writers create effective pieces of writing?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>Standard: W.K.4</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
(Begins in grade 3)			

<b>Essential Question(s):</b> How do writers use the writing process to improve text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<b>Standard: W.K.5</b>			
<b>Vocabulary:</b> adjectives, writing process			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> <li>• With prompting and support, use effective details and words in the student's own composing. <ul style="list-style-type: none"> <li>- use descriptive words to expand and improve student's own writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to ask and answer questions about each other's writing (Establish rules for critique)</li> <li>• Introduce the parts of the writing process</li> <li>• Create a class writing sample, demonstrate the writing process</li> <li>• Introduce adjectives (Create word wall of strong adjectives)</li> </ul>	

<b>Essential Question(s):</b> How do writers use technology to facilitate writing and collaboration?			
<b>21st Century Skill:</b> Information Literacy, Communication and Collaboration			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
<b>Standard: W.K.6</b>			
<b>Vocabulary:</b> icon, keyboard, mouse, monitor			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• Use technology to record and organize information</li> <li>• With guidance, use technology to publish writing in a variety of formats (blogs, wikis, web pages, etc.)</li> <li>• Collaborate with others</li> </ul>	<ul style="list-style-type: none"> <li>• Use computer lab</li> <li>• Review mouse and introduce keyboarding skills</li> <li>• Introduce different ways to publish text (i.e. teacher webpage, podcast, print and display)</li> <li>• Introduce cooperative learning writing activity in which students publish text</li> </ul>	

<b>Essential Question(s):</b> How do writers conduct research to demonstrate understanding of a subject?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<b>Standard: W.K.7</b>			
<b>Vocabulary:</b> research, topic			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>Explore subject using various sources</li> <li>Identify important information</li> <li>Organize information</li> <li>Collaboratively draft research writing project</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of books on shared research topic</li> <li>Provide graphic organizer to reinforce staying on topic (ex. web)</li> <li>Create a shared research/ writing piece</li> </ul>	

<b>Essential Question(s):</b> How do writers evaluate and use sources?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<b>Standard: W.K.8</b>			
<b>Vocabulary:</b> source, chart, search engines			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Access prior knowledge to answer questions</li> <li>Answer questions by referring to information from a given source</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple sources on topics (i.e. map, chart)</li> <li>Model how to use sources to answer questions</li> </ul>	

<b>Essential Question:</b> How do writers apply evidence from text to support conclusions?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Standard: W.K.9</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
(Begins in Grade 4)			

<b>Essential Question(s):</b> How do writers successfully create text dependent upon the established time frame, task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
<b>Standard: W.K.10</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
(Begins in grade 3)			

**Language Arts Curriculum: Grade Kindergarten**  
**Speaking and Listening**

<b>Essential Question(s):</b> How do students express thoughts and ideas in an effective manner?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
<b>Standard: SL.K.1</b>			
<b>Vocabulary:</b> conversation, discussion, active listening			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.			
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<ul style="list-style-type: none"> <li>• Participate in a variety of group activities, (e.g., morning meeting, center time)</li> <li>• Help create and understand basic rules for group discussions (e.g. raise hand to talk, take turns, listen quietly, respond appropriately, etc)</li> <li>• Develop knowledge of consequences of not following the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Establish speaking and listening rules</li> <li>• Model active speaking and listening in a group</li> <li>• Provide opportunities for discussion</li> </ul>	
b. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>• Participate in conversations with adults and peers.</li> <li>• Demonstrate active listening strategies.</li> <li>• add appropriate ideas to support or extend a conversation</li> <li>• ask and answer questions to clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term conversation</li> <li>• Model techniques for conversation</li> <li>• Discuss and provide examples of active listening</li> <li>• Provide opportunities for discussion</li> </ul>	



<b>Essential Question(s):</b> How do readers use information presented in diverse formats to determine main ideas and supporting details?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Standard: SL.K.2</b>			
<b>Vocabulary:</b> , media, text, key details			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Answer questions (who, what, where, what)</li> <li>• Ask questions to clarify meaning</li> <li>• Keep questions on task/topic</li> <li>• Identify information or details from text or other media</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions relating to the text utilizing differentiated and leveled questions</li> <li>• Encourage students to speak clearly and with details about a prompt or topic when asking or answering questions</li> </ul>	

<b>Essential Question(s):</b> How do listeners evaluate speakers?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
<b>Standard: SL.K.3</b>			
<b>Vocabulary:</b> 5 W's, information			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>• Connect prior knowledge to new learning</li> <li>• Demonstrate ability to formulate question targeted to specific need.</li> <li>• Identify a need for information.</li> <li>• With guidance, generate appropriate questions to meet the information need</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart with question words (5 W's)</li> <li>• Model ways to ask a questions when help is needed</li> <li>• Encourage students to ask questions when in need of help</li> </ul>	

<b>Essential Question(s):</b> How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
<b>Standard: SL.K.4</b>			
<b>Vocabulary:</b> describe			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>• Connect to personal/prior knowledge</li> <li>• Speak clearly enough to be heard and understood</li> <li>• Add relevant descriptive details to a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to describe (ex. Show and Tell)</li> <li>• Model descriptive presentations</li> <li>• Model appropriate and inappropriate focuses on the topic and details</li> </ul>	

<b>Essential Question(s):</b> How do students enhance a presentation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
<b>Standard: SL.K.5</b>			
<b>Vocabulary:</b> prompt			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>• Choose appropriate visuals to match oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of visual displays (i.e. original artwork, photographs, posters, magazine collages, books, objects, etc.)</li> <li>• Model appropriate usage of visual displays</li> </ul>	

<b>Essential Question(s):</b> How do students demonstrate command of formal English?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
<b>Standard: SL.K.6</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>• Speak clearly enough to be understood in a variety of settings</li> <li>• Convey ideas effectively</li> <li>• Communicate effectively in a variety of situations with different audiences, purposes, and formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to practice effective communication</li> <li>• Model appropriate speaking skills</li> </ul>	

**Language Arts Curriculum: Grade Kindergarten**  
**Language**

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Standard: L.K.1</b>			
<b>Vocabulary:</b> upper case, lower case, nouns, verbs, plural, questions, prepositions, complete sentences			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Print many upper- and lowercase letters.	<ul style="list-style-type: none"> <li>Develop fine motor skills which support letter formation using a variety of activities.</li> <li>Correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums</li> <li>Correctly form upper and lower case letters in first and last name</li> </ul>	<ul style="list-style-type: none"> <li>Provide activities that strengthen fine motor skills (ex. Play-Dough/ clay, stringing beads, etc.)</li> <li>Provide instruction on the correct way to form letters</li> <li>Provide various experiences for students to practice forming letters (ex. Sky writing, Wikki Sticks, Play-Dough, shaving crème, sand, journal writing, etc.)</li> </ul>	
b. Use frequently occurring nouns and verbs.	<ul style="list-style-type: none"> <li>Demonstrate the use of nouns as naming words when speaking and writing</li> <li>Demonstrate the use of verbs as action words when speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use nouns when labeling people, places, or things</li> <li>Encourage students to use verbs when discussing activities</li> <li>Provide opportunities for students to practice the effective use of nouns and verbs</li> <li>Model appropriate usage of nouns and verbs</li> </ul>	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<ul style="list-style-type: none"> <li>Use regular plural nouns when speaking or writing</li> </ul>	<ul style="list-style-type: none"> <li>Provide instruction on adding /s/ or /es/ to words to make them plural</li> <li>Create a chart of words that are singular and then plural (ex. cat—cats)</li> <li>Provide opportunities for students to use the plural nouns in discussion</li> </ul>	

<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<ul style="list-style-type: none"> <li>• Participate in oral language activities that foster questioning skills</li> <li>• Identify and define question words presented in a variety of texts</li> <li>• Practice and apply skill when speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Model and provide examples of question sentences (orally and in text)</li> <li>• Provide oral language opportunities for students to foster questioning skills. (ex. Have students ask a question about a friend's show and tell.)</li> </ul>	
<p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<ul style="list-style-type: none"> <li>• Demonstrate the use of prepositions when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students identify prepositions on charts, sentences, and in texts</li> <li>• Model the correct use of prepositions</li> </ul>	
<p>f. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Using standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing</li> <li>• Use modifiers (i.e. adjectives, adverbs, pronouns, etc) to expound on ideas in order to expand complete sentences when speaking and writing.</li> <li>• Use and expand complete sentences in conversation, in response to questions and during language experience activities</li> </ul>	<ul style="list-style-type: none"> <li>• Model the correct use of standard English</li> <li>• Model how to expand on a sentence</li> <li>• Ask questions and encourage students to respond in full sentences</li> <li>• Provide opportunities for shared language activities (ex. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing , oral language activities, etc.)</li> </ul>	

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English mechanics to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Standard: L.K.2</b>			
<b>Vocabulary:</b> consonant, vowel, capital letter, punctuation, period, question mark, exclamation mark, short vowel, dictation			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Use correct capitalization for the first word in a sentence</li> <li>Correctly capitalize the pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Introduce capitalization of first word in a sentence and the word 'I'</li> <li>Point out the capitalization of words in texts</li> <li>Provide opportunities for students to proofread/ edit sentences</li> </ul>	
b. Recognize and name end punctuation.	<ul style="list-style-type: none"> <li>Identify periods, question marks, exclamation points</li> <li>Use period, question mark or exclamation point appropriately at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>Introduce punctuation marks</li> <li>Provide opportunities for students to identify punctuation marks in text</li> <li>Model the correct use of punctuation marks (ex. during shared writing, experience charts, etc.)</li> <li>Encourage students to use punctuation marks during journal writing</li> </ul>	
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> <li>Identify letter or letters for most consonant and short vowel sounds presented in a variety of texts</li> <li>Demonstrate an understanding of the relationship between sounds and letters</li> <li>Write letters for most consonant and short vowel sounds in writing</li> </ul>	<ul style="list-style-type: none"> <li>Review letter identification</li> <li>Review letter sounds</li> <li>Provide opportunities for practice consonant and short-vowel sounds (ex. picture to beginning letter sound, word puzzles, sound dictation, etc.)</li> <li>Encourage students to listen for sounds in words when writing</li> </ul>	
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>Apply conventional spelling for grade appropriate words in writing</li> <li>Use letters to represent phonemes in words</li> </ul>	<ul style="list-style-type: none"> <li>Review letter sounds</li> <li>Introduce blending sounds of CVC words</li> <li>Review sight words</li> <li>Provide opportunities for students to practice spelling (ex. dictation, journals, etc.)</li> </ul>	

<b>Essential Question(s):</b> How do students use their knowledge of language to communicate effectively and increase understanding?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Knowledge of Language</b>			
<b>Anchor Standard 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening			
<b>Standard: L.K.3</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
(Begins in grade 2)			

<b>Essential Question(s):</b> How do students use context clues and word parts to clarify the meaning of unknown words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
<b>Standard: L.K.4</b>			
<b>Vocabulary:</b> affixes, inflections			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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).	<ul style="list-style-type: none"> <li>Access prior knowledge and experiences to determine the meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Explain that words can have multiple meanings</li> <li>Discuss words and word meanings as they are encountered in texts, instruction and conversations</li> <li>Have students draw pictures to show multiple meaning of words</li> </ul>	
b. 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.	<ul style="list-style-type: none"> <li>Use inflections and affixes to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Introduce inflections and affixes</li> <li>Introduce how addition of affixes affect the meaning of a known word</li> <li>Discuss inflections and affixes in various texts as opportunities present themselves</li> </ul>	

<b>Essential Question(s):</b> How do students demonstrate their understanding of word meaning when making connections between related words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 5:</b> Demonstrate understanding of word relationships and nuances in word meanings.			
<b>Standard: L.K.5</b>			
<b>Vocabulary:</b> sorting, opposite, verbs, adjectives, shades of meaning			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Sort and categorize objects</li> </ul>	<ul style="list-style-type: none"> <li>Discuss commonalities among groups of words.</li> <li>Provide sorting activities</li> </ul>	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<ul style="list-style-type: none"> <li>Identify the opposite of a known word (antonym).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce opposites</li> <li>Discuss the meaning of known words to identify the opposite word (antonym).</li> <li>Draw pictures to represent the opposite meanings of a given verb or adjective</li> </ul>	
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<ul style="list-style-type: none"> <li>Access prior knowledge and experiences to identify connections between words and their application to real life</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to help students develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures)</li> <li>Expand students' understanding of word meaning by helping students apply knowledge of its definition to real life</li> </ul>	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<ul style="list-style-type: none"> <li>Discuss and act out a variety of verbs that have similar meanings</li> <li>Use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Teach how verbs with the same general action can mean different things</li> <li>Discuss shades of meaning as they are encountered in texts, instruction and conversations</li> <li>Provide opportunities for students to act out word meanings to show the differences between verbs</li> </ul>	



<b>Essential Question(s):</b> How do student apply their knowledge of the English language to communicate most effectively?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
<b>Standard: L.K.6</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> <li>• Use grade appropriate language and vocabulary at a level of proficiency</li> <li>• Use standard English to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Provide strategies and examples of using standard English</li> <li>• Provide speaking and writing opportunities during which students can strengthen command of standard English</li> <li>• Model and use appropriate language and vocabulary</li> </ul>	