

# Language Arts (K)

English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

## Course Overview

A Sample of What Your Child Will Be Working on in Kindergarten (PTA publication)

- Naming upper-and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales
- Retelling familiar stories and talking about stories read to them using details from the text
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Stating an opinion or preference about a topic or book in writing (e.g., My favorite book is . . . .")
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)

## Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Speaking and listening	1. Sharing 2. Narrative 3. Expository 4. Opinion 5. Conflict resolution
Ongoing	Reading Informational Texts	1. Comprehension 2. Accuracy 3. Fluency 4. Expanding Vocabulary
Ongoing	Handwriting	1. Correct letter formation 2. Correct number formation 3. Sentence Formation
Ongoing	Writing	1. Drawing, dictating and writing 2. Conventions 3. Ideas and content
Ongoing	Reading Foundations	1. Organization and basic features of print 2. Spoken words, syllables, and sounds 3. Phonics and Decoding Skills
Ongoing	Language	1. Sorting 2. Verb and Adjective Opposites 3. Vocabulary Application 4. Nuances of meaning
Ongoing	Reading Literature	1. Comprehension 2. Accuracy 3. Fluency 4. Expanding Vocabulary

## Materials and Resources

As specified in separate units.

## Prerequisites

None

## Course Details

**Unit:** Speaking and listening

**Duration:** Ongoing

# Language Arts (K)

## English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

### Unit Overview

The student will speak and listen at a developmentally appropriate level.

### Materials and Resources

Surprise Bucket (sharing)  
Star of the week  
Projects (leprechaun trap, recycling contest, favorite recipe, hundreds day capes)  
CHAMPS classroom management program  
I - statements ( I feel mad .....)  
Restorative Practices/ Circle

### Academic Vocabulary

Wh questions, clues, describing words,

### Summative Assessment

participation/rubric

#### Topic: Sharing

Duration: Ongoing

#### Topic Overview

Students have an opportunity to speak and listen in a variety of ways throughout the year.

#### Learning Targets

Guess the object

Each student gets a chance monthly to bring home the surprise bucket (sharing bag). Inside the bucket/bag should be an object from home. They have to have three clues written and placed inside the bucket/bag. They will read aloud the clues and then get to choose students to guess. Then they will get to show and tell the class about their object. They will answer questions that their peers have.

Leprechaun Trap

Each student has an opportunity to make a leprechaun trap incorporating a simple machine. The trap needs to be constructed at home with adult help. Each student will describe the construction of their trap and how it works. The other students will have the opportunity to comment and ask questions related to the trap.

#### Topic: Narrative

Duration: Ongoing

#### Topic Overview

The students will tell real life stories with a beginning, middle and end.

#### Learning Targets

The students will describe familiar people, places, things and events.

With prompting and support they will add additional details.

#### Topic: Expository

Duration: Ongoing

#### Topic Overview

Students will present information orally. This could be explaining a home to school learning project. This could also be done with learning presidents or earth day.

#### Learning Targets

Oral presentation

Students will be able to share one or two facts on a given topic following instruction (Earth day, Presidents day, etc.).

#### Topic: Opinion

Duration: Ongoing

#### Topic Overview

Student will share their opinions on a given topic in tactful manner.

#### Learning Targets

Students will express their opinion verbally.

Given a prescribed topic, students will respond with their opinion in a tactful manner.

#### Topic: Conflict resolution

Duration: Ongoing

#### Topic Overview

Children will use language to positively resolve conflict

# Language Arts (K)

English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

## Learning Targets

Students will resolve conflicts using language and strategies that are respectful of everyone's point of view.

Students will use a variety of strategies to resolve conflict within the classroom. (Using your words, I statements, reflective listening)

---

## Unit: Reading Informational Texts

Duration: Ongoing

---

### Unit Overview

The students will use CAFE strategies to enjoy age appropriate informational texts.

### Materials and Resources

Classroom books  
Animated Alphabet with literature connections  
Seasonal and thematic literature

### Academic Vocabulary

Listen, retell, events, sequencing, main idea, author, illustrator, illustration

### Summative Assessment

teacher observation and work samples

## Topic: Comprehension

Duration: Ongoing

### Topic Overview

With prompting and support the students will be able to ask and answer questions about important parts of informational texts.

### Learning Targets

Listen with understanding

Students will listen to an informational text presented orally (listening center, teacher read alouds, etc.)

Ask and answer questions about an informational text.

The students will be able to ask questions and answer in reference to informational texts.

Retell using informational texts.

The students will retell an informational text using pictures and statements of fact.

Reading the pictures with an informational text.

One way to read a book is by reading the pictures. Students will demonstrate the ability to formulate facts/statements based on a series of illustrations.

---

## Topic: Accuracy

Duration: Ongoing

### Topic Overview

Accuracy at the kindergarten level is covered in the area of reading foundations.

## Topic: Fluency

Duration: Ongoing

### Topic Overview

Fluency at the kindergarten level is covered in reading foundations.

## Topic: Expanding Vocabulary

Duration: Ongoing

### Topic Overview

Expanding vocabulary at the kindergarten level is covered in reading foundations and in language.

---

## Unit: Handwriting

Duration: Ongoing

---

# Language Arts (K)

## English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

### Unit Overview

D'Nealian handwriting is a continuous movement which helps develop the necessary rhythm for writing smoothly.

### Materials and Resources

Handwriting Books (1 per student)  
Animated Alphabet Curriculum  
Writing Apps (for I pad)  
Pathways to Reading Curriculum  
Journals  
Centers (writing work)

### Academic Vocabulary

pencil, grip, bottom line, top line, middle line, spacing, tall letter, small letter, falling letter, uppercase, lowercase.

### Summative Assessment

Observation of correct letter formation.

**Topic:** Correct letter formation

**Duration:** Ongoing

### Topic Overview

We teach each letter of the alphabet one letter at a time forming uppercase and lowercase letters in D'Nealian handwriting.

The key in learning to write is knowing the correct starting point and the direction of the beginning stroke. Based on this, a teacher may choose to teach in a definite pattern sequence or teach in conjunction with phonics instruction.

### Learning Targets

Getting ready to write

This unit will include learning about sitting position, likenesses and difference, spatial relationships, and eye-hand coordination. They will also display and use correct pencil grip.

Writing lower-case letters

Letters will be taught individually but the order may vary. Lessons will include letter discrimination, tracing and writing of all lower-case letters.

Writing upper-case letters

Letters will be taught individually but the order may vary. Lessons will include letter discrimination, tracing and writing of all upper-case letters.

**Topic:** Correct number formation

**Duration:** Ongoing

### Topic Overview

We teach numbers 1-10 in D'Nealian handwriting.

The key in learning to write is knowing the correct starting point and the direction of the beginning stroke.

### Learning Targets

Writing numbers

The unit will include number discrimination, strokes for numbers 1-10, and practice.

**Topic:** Sentence Formation

**Duration:** Ongoing

### Topic Overview

With prompting and support the students will use end punctuation for sentences (period, exclamation mark, and question mark). They will print numbers and words with appropriate spacing and form lines and letters following organization models (left to right, top to bottom).

### Learning Targets

The students will use end punctuation for sentences.

The end punctuation includes: period, exclamation mark, and question mark.

The students will print words and numbers with appropriate spacing.

The students will use one finger space between words (example).

The students will form lines and letters following organization models (left to right, top to bottom).

**Unit:** Writing

**Duration:** Ongoing

# Language Arts (K)

## English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

### Unit Overview

With guidance and support from adults students will produce writing in which the development and organization are appropriate to task and purpose.

### Materials and Resources

Journals  
Animated Alphabet  
Teacher Created Assessments  
Flip Charts  
Research Project  
Selected Books

### Academic Vocabulary

Draw, write, dictating, nouns, verbs, adjectives, preposition, question words

### Summative Assessment

Teacher created assessments are used every nine weeks. We also use the Blackburn-Cramp Developmental Writing Scale.

**Topic:** Drawing, dictating and writing

**Duration:** Ongoing

### Topic Overview

The students will progress from drawing to dictating into writing sentences.

### Learning Targets

#### Drawing

The students will respond to literature or a topic by drawing and orally explaining the picture.

#### Dictating

The students will respond to literature or a topic by dictating a complete sentence.

#### Writing

The students will respond to literature or a topic by writing a complete sentence.

**Topic:** Conventions

**Duration:** Ongoing

### Topic Overview

Demonstrate conventions of standard English grammar and usage when writing or speaking.

### Learning Targets

#### Proper usage of upper and lowercase letters in writing

The students will demonstrate appropriate placement of upper and lower case letters (ie: proper nouns, names, days of the week, months of the year, etc.)

#### Nouns and verbs

The students will use frequently occurring nouns and verbs when writing.

#### Plural nouns

The students will form plural nouns orally by adding /s/ or /es/ (ie: dog, dogs; wish, wishes).

#### Question words

The students will understand and use question words (ie: who, what, where, when, why, how).

#### Prepositions

The students will use the most frequently occurring prepositions (ie: to, from, in, out, on, off, of, by, with).

#### Complete sentences

The students will produce and expand complete sentences in shared language activities.

**Topic:** Ideas and content

**Duration:** Ongoing

### Topic Overview

Produce writing that are appropriate to task and purpose (ie: sequencing, relevance to the topic, collaborative research project).

### Learning Targets

#### Sequencing

The students will tell about the events in the order in which they occurred (ie: life cycle of pumpkin, beginning middle and ending of selected stories).

#### Relevance to topic

The students will connect to literature and or a topic by naming what they are writing about and supply details about the topic. The students will state an opinion and preference about the topic or book.

# Language Arts (K)

English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

## Research Project

The students will participate in shared research and writing projects by exploring a variety of digital tools. They will produce and publish their research on digital media.

---

## Unit: Reading Foundations

**Duration:** Ongoing

---

### Unit Overview

Students will utilize concepts of print and recognition of alphabet letters to become emergent readers.

### Materials and Resources

Read Aloud Books  
Animated Alphabet  
Pathways to Reading  
Handwriting  
Guided Reading Books

### Academic Vocabulary

Front, back, left, right, top, bottom, page, words, letters, spaces, uppercase, lowercase, Old Word, New Word, Segment and Write, sight words, short and long vowels, vowels, consonants.

The sight words for kindergarten are: see attached

### Summative Assessment

Pathways to Reading Assessments  
AIMSWEB  
Observation

**Topic:** Organization and basic features of print

**Duration:** Ongoing

---

### Topic Overview

The students will follow words, recognize that spoken words are represented in written language by specific sequence of letters, and identify and name all upper and lower case letters of the alphabet.

### Learning Targets

Follow words from left to right, top to bottom, and page by page

Recognize that spoken words are represented in written language by specific sequences of letters.

---

Understand that words are separated by spaces of print.

---

Recognize and name all upper and lowercase letters of the alphabet.

---

**Topic:** Spoken words, syllables, and sounds

**Duration:** Ongoing

---

### Topic Overview

The students will demonstrate understanding of spoken words, syllables, and sounds.

### Learning Targets

Rhyming words

They will be taught through nursery rhymes, Pathways Grab and Punch, small group teacher created centers, matching games, whiteboard software, read aloud literature, songs, Dr. Seuss centers.

---

Segmenting

The students will manipulate syllables in spoken words. They will count, pronounce, blend, isolate certain sounds in CVC words, and add or substitute different sounds to make new words.

---

**Topic:** Phonics and Decoding Skills

**Duration:** Ongoing

---

### Topic Overview

The students will know and apply grade level phonics and word analysis skills in decoding words. The student use emergent reader text when applying the phonics skills they have learned.

### Learning Targets

one to one letter sound correspondence

The student will be able to produce the sounds for each consonant. Teacher resources will include Pathways to Reading and Animated Literacy.

---

Long and short vowel sounds

---

# Language Arts (K)

## English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

The students will associate the long and short sounds with common spellings for the five major vowels. Teacher resources will include Pathways to Reading and Animated Literacy.

---

### High frequency words

The students will read common high- frequency words by sight. The high frequency words come from the Pathways to Reading program.

---

### Distinguish between similarly spelled words

This is taught with Old Word, New Word and Segment and Write in the Pathways to Reading program.

---

## Unit: Language

Duration: Ongoing

---

### Unit Overview

Children will explore word relationships and nuances in word meaning. They will use words and phrases through conversations, reading and being read to, and responding to texts.

### Materials and Resources

Literature  
Teacher created word work  
Animated Alphabet  
EnVison-Math

### Academic Vocabulary

sort, verbs, adjectives, opposites

### Summative Assessment

Teacher Observation

## Topic: Sorting

Duration: Ongoing

### Topic Overview

The students will sort common objects into categories to gain a sense of the concepts the categories represent.

### Learning Targets

Sorting Objects

The students will sort common objects into categories to gain a sense of the concepts the categories represent.

---

## Topic: Verb and Adjective Opposites

Duration: Ongoing

### Topic Overview

The students will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

### Learning Targets

Opposites

The students will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

---

## Topic: Vocabulary Application

Duration: Ongoing

### Topic Overview

The students will identify real-life connections between words and their use.

### Learning Targets

Real life connections

The students will identify real life connections between words and their use.

---

## Topic: Nuances of meaning

Duration: Ongoing

### Topic Overview

The students will distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

### Learning Targets

Meanings of words

The students will distinguish shades of meaning among verbs describing the same general action by acting out meanings.

---

# Language Arts (K)

English Language Arts

Grade(s) K, Duration 1 Year  
Required Course

**Unit:** Reading Literature

**Duration:** Ongoing

---

## Unit Overview

The students will use CAFE strategies to enjoy age appropriate literature.

## Materials and Resources

Classroom books  
Animated Alphabet with literature connections  
Seasonal and thematic literature

## Academic Vocabulary

Listen, retell, connected story, story line, characters, setting, events, sequencing, main idea, author, illustrator, illustration

## Summative Assessment

teacher observation and work samples

---

## Topic: Comprehension

**Duration:** Ongoing

### Topic Overview

With prompting and support the students will be able to ask and answer questions about important parts of literature.

### Learning Targets

Listen with understanding

Students will listen to a story presented orally (listening center, teacher read alouds, etc.)

Ask and answer questions about the story.

The students will be able to ask questions and answer in reference to the story.

Retell

The students will retell a familiar story using pictures. It will include story line (characters), setting, problem or goal events, sequencing beginning, middle, and end.

Reading the pictures

One way to read a book is by reading the pictures. Students will demonstrate the ability to formulate a story based on a series of illustrations.

---

## Topic: Accuracy

**Duration:** Ongoing

### Topic Overview

Accuracy at the kindergarten level is covered in the area of reading foundations.

---

## Topic: Fluency

**Duration:** Ongoing

### Topic Overview

Fluency at the kindergarten level is covered in reading foundations.

---

## Topic: Expanding Vocabulary

**Duration:** Ongoing

### Topic Overview

Expanding vocabulary at the kindergarten level is covered in reading foundations and in language.



**Language Arts (K)**  
English Language Arts

Grade(s) K, Duration 1 Year  
Required Course