

1/16/2013

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

ENGLISH LANGUAGE ARTS CURRICULUM GRADE K

Elementary School

Curriculum Writers: Colleen Carr, Bernadette Hawkins, and Marianne Lowe

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

Mission Statement
North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The North Smithfield School Department Common Core English Language Arts Curriculum provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner and collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
 - 5-3-1 strategy
 - anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking: Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
 - communication
 - critical thinking
 - problem solving
 - reflection/evaluation
 - research
- Model the use of **graphic organizers**:
 - sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
 - read aloud
 - think aloud
 - shared reading
 - guided reading
 - self-selected reading
- Model the following **reading strategies**
 - using prior knowledge
 - sampling a page for readability

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- summarizing
- predicting and making text based inferences
- determining importance
- generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one's mind)
- making connections (text to self, text to text, and text to world)
- taking notes
- locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
 - making connections
 - questioning
 - visualizing
 - inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model **writers' workshop**
- Facilitate
 - Academic word wall
 - Annotated works cited
 - Article of the week
 - Book clubs
 - Class discussion
 - Guided reading
 - Literature circles
 - RAISE
 - Readers' theater
 - Think-pair-share
 - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - **Constructed response**
 - **DRA 2**
 - **PALS**
 - **Formative TBD**
 - **Summative TBD**
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - DRA

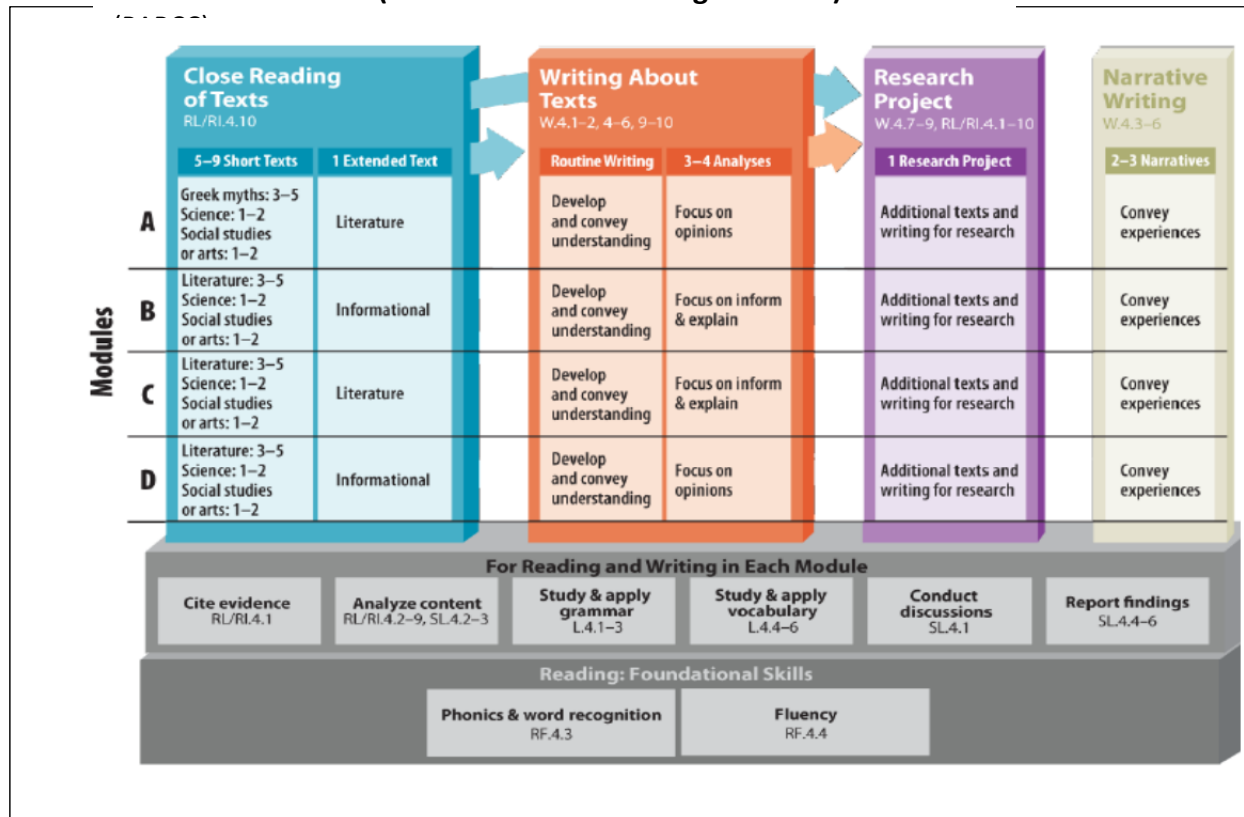
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- **Additional assessments include:**

- Anecdotal records
- Checklists
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
- Multi-media/technology
- Non-linguistic representations
- Oral presentations
- Problem/Performance based/common tasks
- RAISE responses
- Tests and quizzes
- Think-alouds
- Writing genres
 - Arguments/ opinion
 - Information
 - Narrative
 - Research
- *Treasures* Benchmark Assessments
- Weekly Running Records

Standards organized into suggested quarter modules (PARCC) Grade 3 (no model available for grades K-2)



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RESOURCES GRADE K

Textbooks

- *Treasures*

Supplementary Student

- Literary
- Informational

Supplementary Teacher

- *Classroom Instruction That Works*, McRel
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Guided Reading*, Fountas and Pinnell
- *Literature Circles*, Daniels
- *Make It Real Strategies for Success with Informational text*, Linda Hoyt
- *Mosaic of Thought*, Keene, Zimmerman
- *Reading Essentials*, Routman
- *Rhode Island Comprehensive Literary Plan (RICLP)*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

Supplementary Teacher Links

- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps www.commoncore.org/maps
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>
- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf
- PBS Learning
- Promethean Planet
- Shmoop

- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube
- www.learnzillion.com
- <http://www.tcoe.org/ERS/CCSS/ELA/Bookmarks> (Tulare Public Schools ELA 'bookmarks' that are half page reference sheets which define each CCSS by grade level. The 'bookmark' identifies essential skills, concepts, academic vocabulary and question stems relevant to the standard).

Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Fountas and Pinnell, Instructional Level Expectations for Reading <http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf>
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies the Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr.
- *Write Like This*, Kelly Gallagher

Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums (http://www.educationworld.com/a_curr/curr231.shtml)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ resolution ○ solve ○ sequence • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Retelling the story ○ Sequencing/ordering the events of the story ○ Verbalizing the basic elements of the story <ul style="list-style-type: none"> ▪ character ▪ setting ▪ problem ▪ resolution ▪ ending ○ Identifying key details • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What happened first? ○ What was the story about? ○ What did the character do to solve the problem? ○ What happened at the end of the story? ○ Can you draw a picture of what happened in the story and then tell me about it? <p>RL.K.3 With prompting and support, identify characters, settings, and major events in the story.</p> <ul style="list-style-type: none"> • <u>Literature</u> <ul style="list-style-type: none"> ○ <i>The Kissing Hand</i> ○ <i>The Gingerbread</i> picture books ○ <i>Treasures</i> <ul style="list-style-type: none"> ▪ “Peter’s Chair” (unit 1) ▪ “Friends” (unit 2) ▪ “What Do You Like?” ▪ “Simon and Molly Plus Hester” • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ identify ○ characters ○ setting/place ○ time ○ problem ○ solution ○ events ○ Happened • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Identify character ○ Identify settings ○ Identify major events ○ Identify problem and solution • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Who are the characters in this story? ○ What happened in the story? ○ When did the story happen? ○ Where did the story take place? ○ What was the problem in the story? ○ How was the problem solved? ○ Can you look at the picture and tell me about...? 	<ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Partner reading</i> • <i>Story map (Fountas and Pinnell)</i> • <i>Retelling Glove - Label each finger of a glove Characters, Setting, Problem, Solution, Details. Children retell a story while wearing the glove that prompts them to remember the key ideas and details.</i> • <i>Story Sequence - After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc.</i> • <i>Graphic organizers</i> • <i>Ask questions</i> 		

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		<ul style="list-style-type: none"> ○ Understand that writing is formatted in different ways ○ Recognize common genres <ul style="list-style-type: none"> ▪ fable ▪ narrative ▪ fairytale ▪ poem ▪ rhyme ▪ counting books ▪ alphabet books • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Will this book tell us a story or help us learn something new? ○ What helps us know that this book is s _____? ○ Is this story real or not real? ○ Is this a ____ or a ____? <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <ul style="list-style-type: none"> • <u>Literature</u> <ul style="list-style-type: none"> ○ Treasures <ul style="list-style-type: none"> ▪ “Friends” (unit 2) ▪ “What Do You Like?” ○ Holiday read alouds ○ David Shannon books • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ Author ○ Illustrator ○ Illustration ○ Drawing ○ Written by ○ Illustrated by ○ Book ○ Story ○ Name ○ Front cover ○ Title page • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Identify the name of the author ○ Identify the name of the illustrator ○ Tell what the author does ○ Tell what the illustrator does • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Can you point to the name of the author? ○ Where can I find the name of the person who wrote this story? ○ What does the author do? ○ What does the illustrator do? 	<ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Think Aloud</i> • <i>Visualizing</i> • <i>Venn diagrams</i> • <i>KWL charts</i> 		
<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>RL.K.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).</p> <ul style="list-style-type: none"> • <u>Literature</u> 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Graphic organizers</i> • <i>Guided reading</i> • <i>Sequence chart (Treasures)</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>David Shannon books, e.g.</i> <ul style="list-style-type: none"> ○ <i>David Gets in Trouble</i> 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • Required • Constructed response • DRA 2 • PALS

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		<ul style="list-style-type: none"> ○ David Shannon books, e.g. <ul style="list-style-type: none"> ▪ <i>David Gets in Trouble</i> ▪ <i>No David</i> ▪ <i>David Goes to School</i> ○ <i>Treasures</i> <ul style="list-style-type: none"> ▪ "Picnic at Apple Park" (unit 1) ○ Holiday theme read aloud • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ illustration ○ illustrator ○ drawing ○ picture ○ story ○ tell ○ happening ○ character • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ○ Know that the illustrations help you understand more about the story, its characters ○ Connect the point of the story with the illustrations • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ After looking at the picture, what do you think will happen next? ○ Why do you think the illustrator drew this picture? ○ What can you learn about ___character's name___ by looking at the pictures? ○ Point to the picture. Say: "Tell me what is happening in the story." ○ Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing. <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <ul style="list-style-type: none"> • <u>Literature</u> <ul style="list-style-type: none"> ○ David Shannon books, e.g. <ul style="list-style-type: none"> ▪ <i>David Gets in Trouble</i> ▪ <i>No David</i> ▪ <i>David Goes to School</i> ○ Holiday theme read aloud ○ Ginger Bread books ○ <i>The Three Little Pigs</i> ○ <i>The True Story of the Three Little Pigs</i> ○ Eric Carle books • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ character ○ story ○ adventures ○ experiences ○ compare ○ contrast ○ similar ○ different • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Know that compare means looking for things that are alike or the same ○ Know that contrast means looking for differences 	<ul style="list-style-type: none"> • <i>Author Study</i> - Collect copies of a single author's work. Choose a children's author that has a wide range of books such as Eric Carle or Lois Ehlert. Have the books available for student exploration. Lead discussions about book similarities and differences focusing not only on the text, but on the illustrations as well. Encourage students to identify the books that tell stories and those that tell facts. • <i>Shared reading</i> • <i>Venn Diagram</i> 	<ul style="list-style-type: none"> ○ <i>No David</i> ○ <i>David Goes to School</i> • <i>Treasures</i> • Holiday picture books • Trade books for comparing and contrasting • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Formative TBD • Summative TBD • Suggested (see assessment list in the introduction) • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • <i>Weekly Running Records</i>

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		<ul style="list-style-type: none"> o Know that adventures are a series of events that make up a story o Understand the “who” of the story o Understand the “ what” of the story o Identify similarities in the experiences of characters o Identify differences in the adventures of characters • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> o What adventure did <i>character’s name</i> have in this story? o How is this like another story we read? o Did the same things happen to <i>character’s name</i>? o How were the stories different? o Can you think of another story that is like this one? 			
<p>READING LITERATURE (RL)</p> <p>Range of Reading and Level of Text Complexity</p>		<p>Students</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> • Activate prior knowledge related to the information and events in texts. • Use illustrations and context to make predictions about text. • Literature <ul style="list-style-type: none"> o <i>Chicka Chicka Boom Boom</i> o David Shannon books o Holiday theme read aloud o Eric Carle books • Academic Vocabulary <ul style="list-style-type: none"> o group o listen o purpose o understanding o books o illustrations o events o predictions o text • Essential Skills and Concepts <ul style="list-style-type: none"> o Working with others in a group o Listening intently o Asking questions o Taking turns • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> o Today our group is going to read about ... o Working together, we will... o With your partner, read about ... o Listen to what I read, and be prepared to turn to a partner and retell the story in your own words. 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Broad range quality reading</i> • <i>Scaffolded instruction in core and independent reading</i> • <i>Author Study - Collect copies of a single author’s work. Choose a children’s author that has a wide range of books such as Eric Carle or Lois Ehlert. Have the books available for student exploration. Lead discussions about book similarities and differences focusing not only on the text, but on the illustrations as well. Encourage students to identify the books that tell stories and those that tell facts.</i> • <i>Concept Books Introduce students to a wide range of single concept books. Not only will students be engaged with the specific concept (letters, numbers, opposites etc.), they will be experiencing books that represent a wide range of literature. For example when studying numbers the book selections might be Mother Goose Numbers on the Loose by Leo and Diane Dillon; Icky Bug Numbers by Jerry Pallotta; Count by Denise Fleming and Uno, Dos, Tres, One, Two, Three by Pat Mora.</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Common Core State Standards, Appendices A and B • Treasures • Holiday picture books • Literary and informational trade books • Guided reading leveled books • Classroom Instruction That Works, McRel • Guided Reading, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • Treasures Benchmark Assessments • Weekly Running Records

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Key Ideas and Details</p>		<p>Students</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ <i>Treasures</i> <ul style="list-style-type: none"> ▪ “A Rainy Day” (unit 7) ▪ “Animal Babies” (unit 5) ▪ “On the Go” (unit 3) ○ Holiday picture books ○ Theme: <i>Seasons</i> <ul style="list-style-type: none"> ▪ <i>The Snowy Day</i> ○ Science <ul style="list-style-type: none"> ▪ All About Me ▪ Animals Two by Two • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ question ○ answer ○ important ○ details ○ text • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ With prompting, know how to ask a question ○ With prompting, answer questions ○ Answer who, what, when, where, how many, and how questions • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What do you think was the most important thing you learned? ○ Can you ask your partner to tell you what happened when ...? ○ After modeling: Can you ask your partner how ...? <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ <i>Treasures</i> <ul style="list-style-type: none"> ▪ “A Rainy Day” (unit 7) ▪ “Animal Babies (unit 5) ▪ “On the Go” (unit 3) ▪ “Oak Trees (unit 8) ○ Holiday picture books ○ Science <ul style="list-style-type: none"> ▪ All About Me ▪ Animals Two by Two • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ identify ○ main ○ topic ○ retell ○ key 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Graphic organizing</i> • <i>Guided reading</i> • <i>Science books</i> • <i>Note taking (McRel)</i> • <i>Questioning</i> • <i>Predicting</i> • <i>Building prior knowledge</i> <ul style="list-style-type: none"> • <i>Discussions</i> • <i>Guided reading</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> <ul style="list-style-type: none"> ○ “A Rainy Day” (unit 7) ○ “Animal Babies” (unit 5) ○ “On the Go” (unit 3) ○ “Oak Trees” (unit 7) • Holiday picture books • Leveled Readers (guided reading) • Informational trade books • <i>Science</i> <ul style="list-style-type: none"> ○ <i>All About Me</i> ○ <i>Animals Two by Two</i> • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Weekly Running Records

ENGLISH LANGUAGE ARTS CURRICULUM Grade K

Curriculum Writers: Colleen Carr, Bernadette Hawkins, and Marianne Lowe

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ details ○ text • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Know what a topic is ○ Identify the main topic ○ Know how to retell information using key details ○ • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What was this book/page about? ○ Can you tell me what you learned? ○ Can you tell me what came first? ○ What is the main topic of the text? ○ Can you tell me some key details of the story? <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ <i>Treasures: Animals theme (unit 5)</i> <ul style="list-style-type: none"> ▪ <i>Big Books</i> <ul style="list-style-type: none"> ✓ <i>“Animal Babies</i> ✓ <i>Big Book of Explorations</i> ○ Leveled readers ○ Holiday picture books • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ individual ○ events ○ ideas ○ information ○ happen • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ With prompting, describe main ideas in a text ○ Be able to identify an important piece of information in a text ○ Tell who is doing what in a piece of text • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ How are _____ and _____ alike and different? ○ .What did they do to make this happen? ○ Can you tell what happened after ...? ○ What information is most important? 	<ul style="list-style-type: none"> • <i>Note taking (McRel)</i> • <i>Questioning</i> • <i>Discussions</i> • <i>Guided reading</i> • <i>Graphic organizers</i> 		
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Craft and Structure</p>		<p>Students</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ Holiday picture books ○ <i>Treasures: Animals theme (unit 5)</i> <ul style="list-style-type: none"> ▪ <i>Big BooksBig Book of Explorations</i> ▪ <i>Weather theme (unit 7)</i> ○ Leveled readers (informational text) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Class discussion</i> • <i>Guided reading</i> • <i>Think aloud</i> • <i>Vocabulary and concept graphic organizers (McRel)</i> • <i>Visualizing</i> • <i>Questioning</i> • <i>Non linguistic representation (McRel)</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • <i>Holiday picture books</i> • <i>Leveled readers</i> • <i>Informational trade books</i> • <i>Classroom Instruction That</i> 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • <i>Constructed response</i> • <i>DRA 2</i> • <i>PALS</i> • <i>Formative TBD</i> • <i>Summative TBD</i> <p>Suggested (see</p>

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Academic Vocabulary <ul style="list-style-type: none"> ○ ask ○ answer ○ question ○ pictures ○ known ○ unknown ○ help ○ word(s) ○ text • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Recognize that a word is not known ○ Be aware that there are strategies for solving unknown words ○ Know that you can use clues like: picture clues, beginning letters, etc., to help solve unknown words • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Do you know something about that word that will help you? ○ Can you get your mouth ready to say the first sound? ○ What can you do to get help? ○ Is there someone you can ask who might be able to help you? ○ Is there something in the picture that can help you figure out what the word is? <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <ul style="list-style-type: none"> • Informational Text <ul style="list-style-type: none"> ○ Holiday picture books ○ <i>Treasures: Animals theme (unit 5)</i> <ul style="list-style-type: none"> ▪ <i>Big BooksBig Book of Explorations</i> ▪ <i>Weather theme (unit 7), e.g. "A Rainy Day"</i> ○ Leveled readers (informational text) • Academic Vocabulary <ul style="list-style-type: none"> ○ front ○ back ○ title ○ book ○ page ○ cover • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Identify the front cover ○ Identify the title page • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Show me the... ○ Identify the ... ○ Open your book to the title page. ○ How would you hold this book to read it to the class? <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <ul style="list-style-type: none"> • Informational Text <ul style="list-style-type: none"> ○ Holiday picture books ○ <i>Treasures: Animals theme (unit 5)</i> <ul style="list-style-type: none"> ▪ <i>Big Book of Explorations</i> ▪ <i>Weather theme (unit 7)</i> 	<ul style="list-style-type: none"> • <i>Graphic organizers (McRel)</i> • <i>Visualizing</i> • <i>Questioning</i> • <i>Non linguistic representation (McRel)</i> <ul style="list-style-type: none"> • <i>Class discussions</i> • <i>Guided reading</i> • <i>Visualizing</i> • <i>Questioning</i> • <i>Non linguistic representation (McRel)</i> 	<p><i>Works, McRel</i></p> <ul style="list-style-type: none"> • <i>Guided Reading, Fountas and Pinnell</i> • <i>Fountas and Pinnell , Instructional Level Expectations for Reading</i> http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • <i>Diverse Learners:</i> www.cast.org 	<p>assessment list in the introduction)</p> <ul style="list-style-type: none"> • <i>Anecdotal record/notes taken during guided reading</i> • <i>Graphic organizers</i> • <i>Think aloud notes</i> • <i>Treasures Benchmark Assessments</i> • <i>Weekly Running Records</i>

ENGLISH LANGUAGE ARTS CURRICULUM Grade K

Curriculum Writers: Colleen Carr, Bernadette Hawkins, and Marianne Lowe

STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ Leveled readers (informational text) • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ written by ○ illustrated by ○ drawings ○ book ○ ideas ○ information ○ author ○ illustrator • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Define the role of the author ○ Define the role of the illustrator • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Point to the name of the ... ○ What does the author do? ○ What does the illustrator do? ○ What is the author telling us? ○ How do the pictures/illustrations help us learn about... 			
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>RI.K.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).</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ Holiday picture books ○ <i>Treasures, e.g.</i> <ul style="list-style-type: none"> ▪ Amazing creatures (unit 9) ▪ Beetles ▪ Fish Faces ▪ Big Book of Explorations ○ Holiday picture books • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ illustration ○ describe ○ text ○ person ○ place ○ idea ○ thing ○ shows • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Recognize what an illustration is (e.g., picture, photo, drawing, sketch) ○ Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about ○ With help, connect the illustrations with the message • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What can you learn from the illustrations? ○ What do you think the writer is trying to say? ○ What in the picture helps you think that? ○ Why do you think the illustrator put in that picture? ○ Describe how the picture helps you understand what the author has written 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Note-taking</i> • <i>Discussion/think-alouds</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • <i>Holiday picture books</i> • <i>non-fiction leveled readers</i> • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • <i>Diverse Learners: www.cast.org</i> 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Weekly Running Records

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Essential Skills and Concepts <ul style="list-style-type: none"> ○ State what the text is about ○ Identify the differences between the two texts ○ Tell how the illustrations, descriptions or procedures are the same or different • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Can you tell me what this text is about? ○ Can you tell me how this picture is the same as this one? ○ We read two books, what was different about them? ○ We are going to compare these two books. How were they the same? ○ We are going to fill in this chart; can you tell me how the two texts we read were different? 			
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Range of Reading Level of Text Complexity</p>		<p>Students</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <ul style="list-style-type: none"> • activate prior knowledge related to the information and events on texts. • Use illustrations and context to make predictions about text. • Informational Text <ul style="list-style-type: none"> ○ Treasures <ul style="list-style-type: none"> ▪ Big Book <ul style="list-style-type: none"> ✓ Explorations ✓ "Friends all Around" ▪ "Friends" (unit 3) ○ Leveled informational texts • Academic Vocabulary <ul style="list-style-type: none"> ○ working together ○ group ○ activities ○ understanding ○ partner • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Work in groups ○ Contribute to the group to help understand what is being read • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Everyone needs to help. ○ ☑ Talk to your partner about... ○ ☑ Help your partner... ○ ☑ Everyone needs to take a turn talking about what is happening on the page, in the book... 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Informational reading strategies applied to content areas</i> • <i>Sequence chart (Treasures)</i> • <i>Features of informational text</i> • <i>Scaffolded instruction in core and independent reading</i> • <i>KWL chart</i> • <i>Role playing</i> • <i>Read aloud</i> • <i>Questioning</i> <ul style="list-style-type: none"> ○ <i>Before reading</i> ○ <i>During reading</i> ○ <i>After reading</i> • <i>Discussions</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Treasures non fiction • Science non-fiction books • Holiday picture books • Leveled informational text • Informational read alouds • Classroom Instruction That Works, McRel • Guided Reading, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures Benchmark Assessments</i> • Weekly Running Records • Informal running records • Reading logs

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STANDARDS	UNIT	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>READING (RF)</p> <p>Print Concepts</p>		<p>Students</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. (RF.K.1a)</p> <ul style="list-style-type: none"> • <u>Informational Text</u> <ul style="list-style-type: none"> ○ Leveled readers ○ Big Books ○ Poems • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ direction ○ left ○ right ○ top ○ bottom ○ page ○ print ○ word(s) ○ sentence • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Follow print from left to right ○ Follow print from top to bottom ○ Track each word across the page ○ Track print across several pages • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Show me where I start reading. ○ Which way do I go next? ○ Point to the first word on this page. ○ Point to the last word on the page. ○ Point to each word as I read the sentence/page. <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1b)</p> <ul style="list-style-type: none"> • Leveled readers • Big Books • Poems • Keep books • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ print ○ text ○ information ○ words ○ sentence • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Distinguish words from letters or groups of letters ○ Recognize the relationship between letters and sounds ○ Know that the print, not the picture, represents written language • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Why do we read? ○ Can you point to the words on the page? ○ Where can we find things to read? <p>c. Understand that words are separated by spaces in print. (RF.K.1c)</p> <ul style="list-style-type: none"> • <u>Big Books</u> 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • <i>Modeling</i> • <i>Guided reading</i> • <i>Assembling magnetic letters L to R to make a known word. Run finger under it L to R and read</i> • <i>Big Books</i> <i>Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).</i> • Name Games <i>Using names that have been cut apart, have learners arrange names correctly (words are made up of letters)</i> <p>• <i>One to one match/pointing</i></p> <p>• <i>Teacher modeling: Big Books and Nursery Rhymes</i></p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Leveled readers • Big Books • Keep books • Poems • Trade books • Elkonian boxes (sound boxes) • ABC Bingo • Fountas and Pinnell • Magnetic letters • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Weekly Running Records • Informal running records • Reading logs •

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		<ul style="list-style-type: none"> • Nursery Rhymes • Academic Vocabulary <ul style="list-style-type: none"> ○ sentence ○ space ○ word ○ between ○ print ○ separated • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Recognize space between/around recognize words • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Can you point to a word? ○ Can you draw a line between the words in the story? ○ Can you make a circle around every word in the sentence? ○ Can you count the words in the sentence? ○ How many words do you see in the title? ○ Can you show me the first word in the sentence? <p>d. Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d)</p> <ul style="list-style-type: none"> • Alphabet books • Alphabet cards • Academic Vocabulary <ul style="list-style-type: none"> ○ uppercase ○ lowercase ○ letters ○ matching ○ recognize ○ point ○ read ○ alphabet ○ ABC's • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Identify, recognize, and name all uppercase (capital) letters. ○ ☑ Identify, recognize, and name all lowercase letters. • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ Can you show me an uppercase _____? ○ Can you name this/these letters _____? ○ (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this? ○ Tell me the name of each letter as I point to it. 	<ul style="list-style-type: none"> • <i>Shared writing</i> • <i>Kid writing, e.g.</i> <ul style="list-style-type: none"> ○ <i>Meatball spaces</i> ○ <i>Spaghetti spaces</i> <ul style="list-style-type: none"> • <i>Matching upper and lower case</i> • <i>Magnetic letters</i> 		
<p>READING (RF)</p> <p>Phonological Awareness</p>		<p>Students</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. RF.K.2a</p> <ul style="list-style-type: none"> • Dr. Seuss books • Nursery Rhymes • Poems, e.g. Half Way Down, A.A. Milne • Academic Vocabulary <ul style="list-style-type: none"> ○ sound ○ ending ○ rhyme ○ same 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • <i>Repeated readings</i> • <i>Teacher modeling</i> • <i>Choral reading</i> • <i>Rhyming picture cards</i> • <i>Word play</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Dr. Seuss books • Nursery Rhymes • Poems, e.g. Half Way Down, A.A. Milne • Guided Reading leveled readers 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the</p>

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READING (RF)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
<p>Foundational Phonics and Word Recognition</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and text.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (RFK.3a)</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (RFK.3b)</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RFK.3c)</p> <ul style="list-style-type: none"> • Kindergarten sight words (35) <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RFK.3d)</p> <ul style="list-style-type: none"> • Leveled readers • Keep Books • Academic Vocabulary <ul style="list-style-type: none"> ○ sound ○ word ○ same ○ different ○ letter ○ read ○ spell ○ vowels ○ sight word • Essential Skills and Concepts <ul style="list-style-type: none"> ○ Produce sound(s) that correspond to a given letter ○ Track across a word and produce the corresponding sounds ○ Know the difference between vowels and consonants ○ Understand that vowels have long sounds ○ Understand that vowels have short sounds ○ Hear and distinguish the differences between long and short vowel sounds ○ Know a word to automaticity and recall it on sight ○ Read high frequency words in text ○ Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan. ○ Recall the sounds of two words, and identify the differences in the words • Questions Stems and Prompts, e.g. <ul style="list-style-type: none"> ○ When I point to a letter, tell me the sound that it makes. ○ When I say a sound, write the letter/letters that make that sound. ○ When I say ___hat , what letter do you hear in the middle? ○ How would you spell the word ____? ○ Which vowel do hear, when I say ____? ○ As you point to a list of high frequency words, “can you read these words for me? ○ I will say two words: tell me if they are the same or differednt? 	<ul style="list-style-type: none"> • <i>Direct instruction basic rules</i> • <i>Guided reading</i> • <i>Paired reading</i> • <i>Repeated reading</i> • <i>Say It Like a Character</i> • <i>Word sorts</i> • <i>Sound cards</i> • <i>ABC charts</i> • <i>Word play with word families</i> • <i>Making words</i> • <i>Magnetic letters</i> • <i>Teacher modeling</i> • <i>High frequency word cards</i> 	<ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Treasures • Guided Reading leveled readers • Linda Mood (LIPS) • Fountas and Pinnell phonics lessons • Magnetic letters • Pocket chart activities • “The Mailbox Teacher Helper Magazine” (available in library) • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>Required</p> <ul style="list-style-type: none"> • Constructive response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Weekly Running Records

ENGLISH LANGUAGE ARTS CURRICULUM Grade K

Curriculum Writers: Colleen Carr, Bernadette Hawkins, and Marianne Lowe

READING (RF)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
<p>Foundational Skills Fluency</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <ul style="list-style-type: none"> • <u>Leveled readers</u> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ purpose ○ author ○ understanding ○ punctuation ○ period ○ story • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Understand and use concepts of print and book handling skills ○ Know that text has meaning and an author’s message ○ Use predictable patterns to read text ○ Master high frequency words with automaticity ○ Know how punctuation works to help comprehension • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Can you read this book for me? ○ What can you do when you get to a word you don’t know? ○ Is this book going to tell you a story, or is it going to help you learn about something? ○ What is this book about? ○ What do you think the author is trying to tell you? 	<ul style="list-style-type: none"> • <i>Independent conferencing</i> • <i>Guided reading</i> • <i>Paired reading</i> • <i>Readers Theater</i> • <i>Repeated reading</i> 	<ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> <ul style="list-style-type: none"> ○ Fluency sheets ○ Leveled readers • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i>, Fountas and Pinnell • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA 2 • PALS • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • Timed fluency sheet • <i>Treasures Benchmark Assessments</i> • Weekly Running Records
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>	<p>W.K.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 . . .).</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ draw ○ tell ○ writing ○ favorite ○ book title ○ reason ○ like ○ dislike ○ opinion • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Draw a picture ○ Know that a story tells about something that happened ○ Understand that ideas can be conveyed through writing, drawing pictures or 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Teacher read aloud</i> • <i>Present several photos or illustrations from a book. Students choose photo they like best and respond through dictation or writing saying why they chose that photo or illustration as their favorite</i> • <i>Shared writing</i> • <i>Modeling</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • <i>Kid Writing</i> • Common Core State Standards, Appendix c, p. 6, “My favorite Book is do you Want to be my FRIEND” • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading

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		<ul style="list-style-type: none"> o telling o Give the name of the book when writing about that book • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o What are you writing about? o Which is your favorite (animal, book, food)? Don't forget to put that in your writing. o How will you start your writing? o Can you tell me what you like, and I will write down what you say? o Can you tell me about your picture, and I will help you write about your picture? o Can you use this frame to start your writing? My favorite _____ is _____, or I like _____ because _____. o Can you tell why you like this book, animal, color...? 		<p>www.cast.org</p>	<ul style="list-style-type: none"> • Checklist – opinion writing • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Opinion writing checklist • RAISE rubric
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.K. 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.</p> <ul style="list-style-type: none"> • <i>Treasures Big Book (unit 1)</i> <ul style="list-style-type: none"> o “Picnic at Apple Park” activity create chart, Teacher edition, p. 105 • Trade Book – <i>Pancakes for Breakfast</i>, by Tommy De Paola • Poem – “Mix a Pancake” by Christina Rossetti <ul style="list-style-type: none"> o Draw illustrations that match the words to show the steps in making pancakes • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> o explain o write o details o tell about o compose o topic o name • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> o Choose a topic to write about o Decide what information they will write about o Organize the ideas o Use drawings about the topic to support the written ideas o Use phonetic spelling to compose written text o Tell what they are writing about o Use details about their topic in their writing • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o What are you writing about? o How will you start your writing? o Can you tell me what you like, and I will write down what you say? o Can you tell me about your picture, and I will help you write about your picture? o Can you tell some more about...? o Why don't you tell what it looks like and what it does? 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Think aloud</i> • <i>Read aloud</i> • <i>Modeling</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • <i>Kid Writing</i> • Common Core State Standards, Appendix c, p. 7, “Frag (Frogs)” • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Checklist - informative writing • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Information writing checklist • RAISE rubric

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<p>WRITING (W)</p> <p>Text Types and Purposes*</p>	<p>Students</p> <p>W.K.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.</p> <ul style="list-style-type: none"> • <u>Treasures</u> (unit 3), e.g. <ul style="list-style-type: none"> ○ “Duck on a Bike” • Trade Book <ul style="list-style-type: none"> ○ <i>David</i> books by David Shannon ○ “<i>pancakes for Breakfast</i>” by Tomie DePaola • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ draw ○ retell ○ events ○ order ○ happen ○ reaction • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Be able to talk about what has been drawn ○ Know what an event is ○ Retell the event in the order that it happened ○ Retell a series of events in the order in which they happened ○ Recall how they felt during the event/series of events • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ We all went to the _____. Today you will write a story about what happened and what we did. ○ After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part; then you will come and tell me about what you drew. ○ Draw a picture that shows how you feel, and then tell about what you drew. 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Teacher modeling</i> • <i>Shared writing</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <u>Treasures</u> • <i>Kid Writing</i> • Common Core State Standards, Appendix c, p.9 “I went to Dinand” • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Checklist – narrative writing • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Narrative writing checklist
<p>WRITING (W)</p> <p>Production and Distribution of Writing</p>	<p>Students</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> • Students comment on each other’s writing and tell what they like and how it can be improved • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ topic ○ questions ○ peers ○ writing ○ details • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Know how to take ideas from a graphic organizer or chart to write about ○ Write sentences with details ○ Work with peers • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What will you be writing about today? ○ What did you like the most? Can you write about that? 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Teacher modeling</i> • <i>Kid Writing mini lesson</i> • <i>Peer modeling</i> • <i>Kid Wring Process</i> • <i>Whole class or small group: student “praise” and “push”</i> • <i>Pair students with classroom buddies grade 2 or 3 classes to work collaboratively in computer lab</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Kid Writing</i> • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading

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		<ul style="list-style-type: none"> o Can you tell more about what you are writing? o Who will you write about? o What will you tell about in your writing? <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> o mouse o keyboard o typing o presenting o sharing • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> o Be familiar with a computer keyboard o Use a mouse o Work with peers • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o Would you like to type, or should I? o How will your group decide how to present your story? 			<ul style="list-style-type: none"> • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Peer editing • RAISE rubric
<p>WRITING (W)</p> <p>Research to Build and Present Knowledge</p>	<p>Students</p>	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <ul style="list-style-type: none"> • Trade Book by author, e.g. <ul style="list-style-type: none"> o David Shannon o Tomie DePaola o Eric Carle o Dr. Seuss • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> o reason o tell o explain o author's name o title o opinion o like/dislike • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> o Know that opinions can be expressed using terms such as love, like, dislike, hate, etc. o Give different reasons for their preference o Have access to books/stories by the same author o Know that exploring can be comparing and contrasting the story, drawings, and concepts the author presents in different books • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o What is the name of your favorite book? o Who wrote that book? o Would you like to read/hear another book by that author? o This book _____ and this book are by the same author. Which one did you like best and why? o Which do you like better? Choose one, and give to reasons why you like it. 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • Note taking • Graphic organizers • KWL chart 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Trade Books by author, e.g. <ul style="list-style-type: none"> o David Shannon o Tomie DePaola o Eric Carle o Dr. Seuss • <i>Treasures</i>, e.g. <ul style="list-style-type: none"> o "A Rainy Day" (unit 7) o "Animal Babies" (unit 5) o "On the Go" (unit 3) o "Beetles (unit 9) • "Scholastic News" articles • Videos – Magic School Bus • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures</i> Benchmark Assessments • Peer editing • RAISE rubric

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	<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> • <u>Treasures</u>, e.g. <ul style="list-style-type: none"> ○ “A Rainy Day” (unit 7) ○ “Animal Babies” (unit 5) ○ “On the Go” (unit 3) ○ “Beetles (unit 9) • “Scholastic News” articles • Videos – Magic School Bus • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ recall ○ information ○ gather/collect ○ questions ○ books ○ remember ○ learn • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Retell/ recall key details ○ Looking at multiple sources to gather information ○ Draw conclusions from experiences to help answer a question ○ Use multiple sources to come to an answer • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Can you tell me what happened ...? ○ After reading a text, or looking at a picture, ask; who, what, where and when questions. 	<ul style="list-style-type: none"> • <i>Questioning/discussions</i> • <i>Shared writing</i> • <i>Graphic organizer</i> 		<ul style="list-style-type: none"> • Teacher conferencing notes
<p>SPEAKING AND LISTENING (SL)</p> <p>Comprehension and Collaboration</p>	<p>Students</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1a)</p> <p>b. Continue a conversation through multiple exchanges. (SL.K.1b)</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ conversation ○ partner ○ take turns ○ listen carefully ○ interrupting ○ inside voice • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Know that when talking, there are rules that we follow such as, not interrupting when another person is speaking ○ Know that when listening to someone, we need to look at them ○ Know that when we are listening to someone, we need to respond about the same thing • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Talk to your partner about... ○ Talk to your group about... ○ Tell your partner what you think about _____. 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Turn and Talk</i> • <i>Teacher modeling</i> • <i>Peer conferencing</i> • <i>Role playing</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • Trade books • See Resource list in the introduction, p. 6 • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures Benchmark</i>

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		<ul style="list-style-type: none"> ○ Tell your partner what you have liked so far. ○ Tell your group what you have learned about <p>SL.K.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.</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ information ○ presented ○ ask ○ help ○ understanding ○ media • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Understand the ideas presented in text ○ Understand that there are messages in videos, television programs, and pictures ○ Recognize which details presented are key to the message ○ Know that there are places a person can go to ask for help in understanding the message ○ Know how to ask appropriate questions ○ Answer questions to show that they understand • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What/who was this about? ○ What do you think this picture/video is about? ○ If you are not sure, who can you ask for help? ○ What did you learn when we read this book? ○ What do you think the author/film/illustrator is trying to tell us? <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ ask ○ answer ○ question ○ information • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Have a basic understanding of what is being said ○ Ask questions ○ Answer questions ○ Recognize that their understanding is not complete ○ Ask for additional information • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What did they say? ○ What can you say if you don't understand? ○ What was the most important part that you heard? ○ Did you understand what he/she was telling you? ○ Can you tell me what they said about...? 	<ul style="list-style-type: none"> • <i>Think Alouds</i> • <i>Turn and Talk</i> • <i>Using KWLs</i> <i>Draw a chart with three columns that are labeled K W and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is tigers and a student says, "I want to know about a tiger's stripes" – the teacher should encourage the student to formulate a question about the stripes. "What is it you want to know about the stripes?" is a possible response or "What question do you have about the stripes?" Encourage students to use question words when completing the middle section of the KWL.</i> • <i>What's the Problem?</i> <i>Read aloud a series of stories by a single author. For example Ezra Jack Keats (Snowy Day, Whistle for Willie, Peter's Chair, Pet Show!) or Eric Carle (The Very Hungry Caterpillar, The Very Busy Spider, The Grouchy Ladybug, The Very Lonely Firefly). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution). Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found</i> 	<p>Assessments</p> <ul style="list-style-type: none"> • Peer editing • RAISE rubric
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			<i>across the texts with respect to problems and solutions.</i>		
<p>SPEAKING AND LISTENING (SL)</p> <p>Presentation of Knowledge and Ideas</p>		<p>Students</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <ul style="list-style-type: none"> • Drawing in response to informational text • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ people ○ community workers ○ places ○ things ○ animals ○ describe ○ events ○ happened • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Use descriptive words ○ Understand what an event is ○ Know and use positional words ○ Know and use sensory words • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Can you tell me what it looked like? ○ Where did that happen? ○ What happened when? ○ What was special about that? ○ What does a person, such as a doctor or teacher, do? ○ Is there anymore that you can say about...? ○ What else can you tell about...? <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <ul style="list-style-type: none"> • Drawing in response to information text • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ drawing ○ visual display ○ describe ○ topic ○ same ○ more ○ additional ○ details ○ describing words • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Choose a topic to speak about ○ Be able to use adjectives to describe the topic ○ Draw a picture that shows what they are saying • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What will you be speaking about today? ○ I want you to draw a picture that will help us understand what you are saying. ○ Can you find a picture that shows what you will share? ○ Can you tell us more about your picture? ○ Does your drawing help add more details? 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • Book discussions • Book talks • Class discussions • Formal/informal class presentations • Providing feedback • Read, write, think • Sharing published works • Turn and talk • Show and tell • Conversation Strategies <i>To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique:</i> <ul style="list-style-type: none"> ○ Clarify-Extend <ol style="list-style-type: none"> 1) Listen to what a child has to say, 2) Pick an idea from the child's talk and explain it, disentangle it, or add to it. ○ Ask-Tell <ol style="list-style-type: none"> 1) Become involved in what the child is doing, 2) Highlight what the child should attend to, 3) Maintain interest by breaking down the task, 4) Offer praise and encouragement ○ Think Aloud <ol style="list-style-type: none"> 1) Involve the child in what you are wondering, 2) Share your thoughts out loud, 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • www.readwritethink.org • Classroom Instruction That Works, McRel • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • Treasures Benchmark Assessments • Peer editing • RAISE rubric • Teacher peer conferencing

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		<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ audience ○ topic ○ share ○ talk ○ loudly ○ speaking ○ hear ○ think • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Talk to the audience ○ Speak loudly without yelling ○ Plan what they will say ○ Use words like happy, unhappy, like, dislike to express feelings ○ Choose one or two ideas to talk about ○ Stay on the chosen topic • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ What will you share with us today? ○ Who would like to share today? ○ Remember to speak loudly enough so everyone can hear you. ○ Don't forget to tell if this made you feel happy or sad, mad, or scared. 	<p style="text-align: center;"><i>3) Model how to think it through to a conclusion</i></p> <ul style="list-style-type: none"> • <i>Role Play</i> <i>Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.</i> 		
<p>LANGUAGES (L)</p> <p>Conventions of Standards English</p>	<p>Students</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. (L.K.1a) b. Use frequently occurring nouns and verbs. (L.K.1b) c. Form regular plural nouns orally by adding /s/or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (L.K.1c) d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (L.K.1d) e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). (L.K.1e) f. Produce and expand complete sentences in shared language activities. (L.K.1f) <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ uppercase ○ lowercase ○ capital ○ letters ○ nouns ○ verb ○ plural 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Teacher modeling formation</i> • <i>Tracing activities</i> • <i>Model to apply in context</i> • <i>Teacher conference in Kid Writing</i> • <i>Teacher mini lessons</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Kid Writing</i> • <i>Kindergarten Writing Without tears</i> • <i>Season Journal Writing</i> • <i>Phonics Lessons, Fountas and Pinnell</i> • <i>The Writing Fix</i> • Magnetic letters • Linda Mood (Lips program) • “The Mailbox Teacher Helper Magazine” (available in library) • www.readwritethink.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • Think aloud notes • <i>Treasures Benchmark Assessments</i> • Peer editing

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		<ul style="list-style-type: none"> ○ singular ○ sentence ○ who ○ what ○ when ○ where ○ why ○ how • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Be able to recognize upper and lowercase letters ○ Correctly form upper and lowercase letters ○ Know that nouns are words that name people, places, things and ideas ○ Know that verbs describe actions ○ Know that many singular nouns can become plurals by adding s or es ○ Form questions using who, what, where, when, why and how ○ Know how to speak in complete sentences • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> ○ Can you write your ABC's? ○ Can you write the letter _____? ○ Can you write the uppercase letter? ○ Which of these words are nouns? ○ A noun is a person, place, thing or idea. ○ Which words tell what the people are doing? ○ Can you tell what he/she is doing? ○ Which word is the action word in the sentence? ○ How can we change this word so that it shows that there is more than one? ○ Is _____ plural or singular? 		<ul style="list-style-type: none"> • <i>Classroom Instruction That Works</i>, McRel • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • RAISE rubric • <i>Treasures</i> Assessments for Grammar
	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I. (L.K.2a)</p> <p>b. Recognize and name end punctuation. (L.K.2b)</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2c)</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2d)</p>	<ul style="list-style-type: none"> • <i>Kid Writing:</i> <ul style="list-style-type: none"> ○ <i>Mini lesson</i> ○ <i>One one one conference</i> ○ <i>Shared writing</i> • <i>Journal writing</i> • <i>Making words: magnetic letters</i> • <i>Tapping on fingers to blend and segment sounds</i> 			
	<ul style="list-style-type: none"> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> ○ letters ○ sound ○ period ○ question mark ○ exclamation point ○ sentence ○ hear ○ write ○ spell ○ capitalize ○ upper case ○ lower case • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> ○ Use phonetic spelling when writing ○ Name the period, question mark, and exclamation point ○ Know and write a sentence ○ Know that a sentence begins with a capital letter 				

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		<ul style="list-style-type: none"> o Know that a sentence needs some type of ending punctuation o Be able to form the appropriate letter to represent the sound(s) they hear • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o Did you remember to capitalize and punctuate your sentence? o Can you write the letters you hear when you say that word? o Can you write the letter(s) that make that sound? 			
<p>LANGUAGES (L)</p> <p>Vocabulary Acquisition and Use</p>		<p>Students</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). (L.K.4a)</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (L.K.4b)</p> <ul style="list-style-type: none"> • <u>“Rosies Walk”</u> • <u>Academic Vocabulary</u> <ul style="list-style-type: none"> o choose o meaning o familiar words • <u>Essential Skills and Concepts</u> <ul style="list-style-type: none"> o Recognize that a word is unknown o Know that some words have other meanings o Use context and/or pictures to help determine a new meaning for a known word o Know that parts can be added to a word to change its meaning o Use the familiar and new meanings correctly • <u>Questions Stems and Prompts, e.g.</u> <ul style="list-style-type: none"> o What happens to the word cat when we add s and make it cats? o When I use the word _____ in this sentence, what does it mean? o Can you use this word in a sentence? o Can you draw a picture of what this word means? o Which of these pictures shows ...? <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a)</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (L.K.5b)</p> <p>c. Identify real-life connections between words and their use. (L.K.5c)</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. (L.K.5d)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> o <i>Non-linguistic representation</i> • <i>Figurative/descriptive language</i> • <i>Guided Reading</i> • <i>Reader’s Theater</i> • <i>Concept Books</i> <i>Share books that focus on a single concept to expand students’ understanding of that concept. For example, Black? White! Day? Night! by Seeger and Brian Wildsmith’s Opposites by Brian Wildsmith for opposites or Under, Over and Through by Tana Hoban and We’re Going on a Bear Hunt when studying position words.</i> • <i>Pocket chart activities (sorting)</i> • <i>Graphic organizer</i> • <i>Envisions lesson (math series)</i> • <i>Charades</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Trade books • Leveled readers • <i>Classroom Instruction That Works, McRel</i> • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • Formative TBD • Summative TBD <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Class discussions

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		<ul style="list-style-type: none">• <u>Academic Vocabulary</u><ul style="list-style-type: none">○ author○ describing○ brainstorm○ group○ verb○ opposite○ sort○ show me○ difference• <u>Essential Skills and Concepts</u><ul style="list-style-type: none">○ Group objects by colors, sizes, shape○ Sort given objects into groups○ Sort pictures into categories and label the categories○ Understand what an opposite is○ Know and use basic verbs• <u>Questions Stems and Prompts, e.g.</u><ul style="list-style-type: none">○ Put these into groups please.○ Do you know another way to say that?○ Let's make a describing map to think of ways to say _____.○ We are going to brainstorm ways to say...○ The opposite of _____ is _____.○ If it is not _____; it is _____.○ Can you show me what march looks like?○ Show me the difference between talk and whisper.			
	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <ul style="list-style-type: none">• <u>Academic Vocabulary</u><ul style="list-style-type: none">○ respond○ talk○ vocabulary○ conversation○ ideas idea• <u>Essential Skills and Concepts</u><ul style="list-style-type: none">○ Talking about ideas or events in a story○ Responding to ideas they have heard or read about○ Respond in sentences or phrases○ Use new vocabulary in conversations about what you have learned or read• <u>Questions Stems and Prompts, e.g.</u><ul style="list-style-type: none">○ How should you ask for _____?○ What type of vocabulary would be best for this situation?○ What did you share with your group when you talked with them?○ What great ideas did you read about?		<ul style="list-style-type: none">• <i>Response to literature</i>• <i>Discussion/questioning</i>• <i>Turn and talk</i>	