

Kindergarten

Unit 1 (September 6- November 11)

Reading- This unit is designed as an introduction to reading workshop and enables students to learn routines and procedures. The goal is for children to finish this unit with a confident sense of reading identity. Students see, experience, and understand how books are filled with information and stories that they can read and share with others. Children learn concepts-of- print as well as receive an introduction to good reading habits. Concepts of print include locating the front and back of the book, finding the first page and turning the pages, reading the pictures, pointing under (not on top of) the words as they read, and reading the words from left to right. The unit capitalizes on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency.

Writing- This unit is designed to help students work with independence, confidence, and stamina. Routines and procedures are introduced. The children write both information books as well as true stories using drawing to plan and support what they write about. This unit teaches writers to stretch out a story drawing the beginning on one page, then the next part on the next page, and whatever happens next on the third page. The drawings help children stretch out and elaborate their stories. This unit is critical in establishing clear structures that children will carry with them throughout the year.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">● With prompting and support, ask and answer questions about key details in a text.● With prompting and support, identify the main topic of a text and retell key details.● Ask and answer questions about unknown words in a text.● Recognize common types of texts (e.g., storybooks, poems).● 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).
Reading Informational Text	<ul style="list-style-type: none">● With prompting and support, ask and answer questions about key details in a text.● 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).
Reading Foundational Skills	<ul style="list-style-type: none">● Understands that words are separated by spaces in print.● Recognizes and names some uppercase and lowercase letters of the alphabet.● Isolates and pronounces the initial sound in a given word.● Recognizes that spoken words are represented in written language by specific sequences of letters.● With guidance and support, begins to recognize high frequency words in print.

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	<ul style="list-style-type: none"> ● Reads familiar decodable and pattern texts with purpose and understanding ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● Begin to associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ● Begin to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Writing	<ul style="list-style-type: none"> ● 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. ● With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed. ● 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.
Speaking and Listening	<ul style="list-style-type: none"> ● Actively engages in group reading activities with purpose and understanding. ● Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion. ● Asks and answers questions in order to seek help, get information, or clarify something that is not understood. ● Speaks audibly and expresses thoughts, feelings and ideas clearly. ● Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language	<ul style="list-style-type: none"> ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts ● Use efficient posture, paper placement, and grip when writing by hand ● Write and form capital letters ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2 (November 14- January 27)

Willington Public Schools

Grade K: Curriculum Overview

Fall, 2022

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Reading- This second reading unit reinforces the reading practices that should now be 'habits' within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students should also be 'warming up' before reading by looking at the front and back of the books they select and doing picture walks. As readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning.

Writing- Students study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. The teacher reviews how to write in ways that make stories interesting, as well as easy to read - giving them ample practice with the process of drawing and revising. Students continue to work on rich storytelling and explore ways to write and revise their writing with teacher support. Students work towards the goal of making their writing easy to read and using strategies to help kids make their writing more conventional like adding spaces between words, writing left to right, using capital letters at the beginning of a sentence and punctuation at the end of a sentence.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● With prompting and support, retell familiar stories, including key details. ● With prompting and support, identify major events in a story. ● With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ● With prompting and support, describe the relationship between illustrations and the story in which they appear. ● Ask and answer questions about unknown words in a text. ● Recognize common types of texts (e.g., storybooks, poems). ● Actively engage in group reading activities with purpose and understanding.
<p>Reading Informational Text</p>	<p>Taught in Units 1, 3 and 4</p>
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● 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 in print. <p>Recognize and name all upper- and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words.

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	<ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ● Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ. ● Recognize and name all upper- and lowercase letters of the alphabet. ● Read emergent reader texts with purpose and understanding.
Writing	<ul style="list-style-type: none"> ● Use a combination of drawing, dictating, and writing to narrate a single event ● Tell about events in the order in which they occurred, and provide a reaction to what happened. ● With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Speaking and Listening	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about kindergarten topics and texts. ● Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● Add drawings or other visual displays to descriptions as desired to provide additional detail. ● Speak audibly and express thoughts, feelings, and ideas clearly ● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Language	<ul style="list-style-type: none"> ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts ● Recognize, name and use end punctuation.

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	<ul style="list-style-type: none"> • Understands that words are separated by spaces in print. • Uses frequently occurring nouns and verbs. • Recognize that sentences are made up of words. • Use capital letter at the start of a sentence.
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Unit 3 (January 30- March 31)

Reading- This unit provides instruction in the skills and strategies that will help move them from simple books about familiar topics, with a line or two of text per page, into increasingly complex information books with less picture support, more lines of text and new vocabulary. Students start the unit investigating the difference between fiction and nonfiction as well as the specific nonfiction text features. They sort books into fiction and nonfiction explaining how they know that the books belong in a specific category. The unit then moves into exploring nonfiction text features and how they can be used to build understanding. They also learn how a table of contents can be used to find information in a text. The final bend focuses on deepening understanding, looking for text to text, text to self and text to world connections and identifying and sharing facts and new learning with others. Student discourse and peer to peer conversation is a critical part of the unit and helps to build relationships, interest and comprehension.

Writing- Students learn how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how-to-do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know. In addition to reading wonderful models aloud, teachers and students write a shared/interactive writing How-To piece together. Eventually students write their own How-To piece on something they have experienced.

English Language Arts Unit Performance Expectations

Reading Literature	Units 1, 2 and 4
Reading Informational Text	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic of a text and retell key details. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • Identifies the front cover, back cover, and title page of a book. • Names and defines the role of the author and illustrator. • With prompting and support, ask and answer questions about unknown words in a text. • Identifies the reasons an author gives to support points in a text. • With prompting and support, identify basic similarities in and differences between two texts

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	<p>on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> ● 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). ● Gathers information from the pictures in a text.
Reading Foundational Skills	<ul style="list-style-type: none"> ● Understands that words are separated by spaces in print. ● Follow words from left to right, top to bottom, and page by page ● Recognizes and names many upper and lowercase letters of the alphabet. ● Recognizes and produces rhyming words. ● Counts, pronounces, blends and segments syllables in spoken words. ● Blends and segments onsets and rimes of single syllable spoken words. ● Isolates and pronounces the initial sound in a given word. ● Recognizes that spoken words are represented in written language by specific sequences of letters. ● With guidance and support, begins to recognize high frequency words in print. ● Reads familiar pattern texts with purpose and understanding
Writing	<ul style="list-style-type: none"> ● Uses a combination of drawing ,dictating and writing to compose informative/expository pieces. ● With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed. ● Recalls information from experiences or gathers information from provided sources to answer a question.
Speaking and Listening	<ul style="list-style-type: none"> ● Actively engages in group reading activities with purpose and understanding. ● Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion. ● Continues a conversation through multiple exchanges. ● Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

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	<ul style="list-style-type: none"> • Speaks audibly and expresses thoughts, feelings and ideas clearly. • Describes familiar people and places and, with prompting and support, provides additional details. • Add drawings or other visual displays to descriptions as desired to provide additional detail.
Language	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use words and phrases acquired through conversations, reading and being read to responding to texts. • Capitalize the first letter in a sentence • Use punctuation at the end of a sentence. • Use frequently occurring verbs and prepositions.

Unit 4 (April 3- June 14)

Reading- This unit builds on the past few units, but especially reinforces the first unit - no longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts. Children continue to immerse themselves in reading books, poetry and songs, but will now be encouraged to take more responsibility in making decisions about what and how to read. Most children will still need support, but should become gradually less support as students gain reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency.

Writing- Kindergarteners learn that they can write to make their classroom, their school, and their world into a better place. They write particular kinds of texts for specific, real audiences, thinking about what their readers need to know and to write with audience awareness. The children do lots and lots of persuasive writing in this unit. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, all while learning more about persuasive writing and writing in general.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text • With prompting and support, identify characters, settings, and major events in a story • Recognize common types of texts (storybooks, poems)
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	<ul style="list-style-type: none"> ● With prompting and support, describe the relationship between illustrations and the story/poem in which they appear.
Reading Informational Text	<ul style="list-style-type: none"> ● With prompting and support, ask and answer questions about key details in a text. ● With prompting and support, identify the main topic of a text and retell key details. ● With prompting and support, ask and answer questions about unknown words in a text. ● Identifies basic similarities in and differences between two texts on the same topic. ● Gathers information from the pictures and words in a text. ● With prompting and support, describe the relationship between illustrations and text in which they appear.
Reading Foundational Skills	<ul style="list-style-type: none"> ● Demonstrates understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> → Isolate and pronounce the initial, medial vowel, and final sounds(phonemes) in three phoneme (consonant vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ● Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> → Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. → Read common high frequency words by sight. ● Associate the long and short sounds with the common spelling for the five major vowels. ● Read emergent/decodable reader texts with purpose and understanding.
Writing	<ul style="list-style-type: none"> ● Uses a combination of drawing, dictating, and writing to compose opinion/persuasive pieces. ● With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ● Recalls information from experiences or gathers information from provided sources to answer a question. ● With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Speaking and Listening	<ul style="list-style-type: none"> ● Asks and answers questions about key details and requesting clarification if something is not understood. ● Expresses thoughts clearly.

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	<ul style="list-style-type: none"> → Uses frequently occurring nouns and verbs. → Forms regular plural nouns orally by adding /s/ or /es/ → Understands and uses question words. → Uses the most frequently occurring prepositions → Produces and expands complete sentences in shared language activities. ● Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. ● 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 ● Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● Add drawings or other visual displays to descriptions as desired to provide additional detail. ● Speak audibly and express thoughts, feelings, and ideas clearly
<p>Language</p>	<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. ● Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). ● Use the most frequently occurring inflections and affixes (e.g., ed, s, re, un, at school that are colorful). ● With guidance and support from adults, explore word relationships and nuances in word meanings.