

## **Kindergarten Language Arts Curriculum 2008**

**Course Description:** All students will develop and apply the knowledge of sounds, letters and words. This will help them begin to become independent and fluent readers of the English language. A variety of books and materials will be used to develop fluency and comprehension. The students will begin to write and speak in content and form that varies depending on the audience and purpose. All students will listen to information presented from different sources in a variety of situations. Finally, the students will respond and evaluate both print and non-print.

### **Core Curriculum Content Standards:**

**3.1 (Reading):** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**3.2 (Writing):** All students will write in clear, concise organized language that varies in content and form for different audiences and purposes.

**3.3 (Speaking):** All students will speak in clear, concise organized language that varies in content and form for different audiences and purposes.

**3.4 (Listening):** All students will listen actively to information from a variety of sources in a variety of situations.

**3.5 (Viewing and Media Literacy):** All students will access, view, evaluate, and respond to print, non-print and electronic texts and resources.

**8.1 (Technology):** All students will use computer applications to gather and organize information to solve problems.

### **Cumulative Progress Indicators:**

#### **3.1 (Reading):**

##### **A. Concepts About Print**

1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).
2. Distinguish letters from words.
3. Recognize that words are separated by spaces.

4. Follow words left to right and from top to bottom.
5. Recognize that print represents spoken language.
6. Demonstrate understanding of the function of a book and its parts, including front, back and title page.

#### **B. Phonological Awareness (includes phonemic awareness)**

1. Demonstrate understanding that spoken words consist of sequences of phonemes.
2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
4. Learn many, though not all, one-to-one letter-sound correspondences.
5. Given a spoken word, produce another word that rhymes with it.

#### **C. Decoding and Word Recognition**

1. Recognize some words by sight.
2. Recognize and name most uppercase and lowercase letters of the alphabet.
3. Recognize and read one's name.

#### **D. Fluency**

1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.
2. Recognize when a simple text fails to make sense when listening to a story read aloud.
3. Attempt to follow along in book while listening to a story read aloud.
4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).

#### **E. Reading Strategies (before, during, and after reading)**

1. Begin to track or follow print when listening to a familiar text being read.
2. Think ahead and make simple predictions about text.
3. Use picture clues to aid understanding of story content.

4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.
5. "Read" familiar texts from memory, not necessarily verbatim from the print alone.

#### **F. Vocabulary and Concept Development**

1. Continue to develop a vocabulary through meaningful, concrete experiences.
2. Identify and sort words in basic categories.
3. Explain meanings of common signs and symbols.
4. Use new vocabulary and grammatical construction in own speech.

#### **G. Comprehension Skills and Response to Text**

1. Respond to a variety of poems and stories through movement, art, music, and drama.
2. Verbally identify the main character, setting, and important events in a story read aloud.
3. Identify favorite books and stories.
4. Retell a story read aloud using main characters and events.
5. Participate in shared reading experiences.
6. Make predictions based on illustrations or portions of stories.

#### **H. Inquiry and Research**

1. Locate and know the purposes for various literacy areas of the classroom and the library/media center.
2. Choose books related to topics of interest.

### **3.2 (Writing):**

#### **A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Recognize that thoughts and talk can be written down in words.
2. Observe the teacher modeling writing.
3. Generate and share ideas and experiences for a story.

4. Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
5. Write (print) own first and last name.
6. Participate in group writing activities such as experience stories, interactive writing, and shared writing.
7. Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.

### **B. Writing as a Product (resulting in work samples)**

1. Show and talk about work samples containing pictures, developmental spelling, or conventional text.
2. Begin to collect favorite work samples to place in personal writing folder.

### **C. Mechanics, Spelling, and Handwriting**

1. Use letter/sound knowledge in attempting to write (print) some words.
2. Spell own name.
3. Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.
4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.
5. Write all uppercase and lowercase letters of the alphabet from teacher copy.

### **D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)**

1. Communicate personal response to literature through drawing, telling, or writing.
2. Show and talk about favorite work samples (drawing or writing) with teacher and family.

## **3.3 (Speaking):**

### **A. Discussion**

1. Share experiences and express ideas.
2. Participate in conversations with peers and adults.

3. React to stories, poems, and songs.

### **B. Questioning (Inquiry) and Contributing**

1. Share in conversations with others.
2. Use oral language to extend learning.

### **C. Word Choice**

1. Use language to describe feelings, people, objects, and events.
2. Suggest rhyming words during word play, songs, or read-aloud.

### **D. Oral Presentation**

1. Sing familiar songs and rhymes to promote oral language development.
2. Begin to use social conventions of language.

## **3.4 (Listening):**

### **A. Active Listening**

1. Listen fully to understand instructions or hear daily messages.
2. Listen to identify main characters and events in stories.
3. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.

### **B. Listening Comprehension**

1. Listen attentively to books teacher reads to class.
2. Answer questions correctly about books read

## **3.5 (Viewing and Media Literacy):**

### **A. Constructing Meaning**

1. Make predictions about visual information (e.g., pictures in books).
2. Discuss favorite characters from books, film, and television.

## **B. Visual and Verbal Messages**

1. Begin to sequence a series of pictures or images to tell a story.
2. Show understanding of purpose for pictures in books.

### **8.1 (Technology):**

#### **A. Basic Computer Skills and Tools**

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

#### **B. Application of Productivity Tools**

##### **Social Aspects**

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
  - ♣ Internet access
  - ♣ Copyrighted materials
  - ♣ On-line library resources
  - ♣ Personal security and safety issues
3. Practice appropriate Internet etiquette.

4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

### **Information Access and Research**

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

### **Problem Solving and Decision Making**

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

### **Suggested Activities that Address these Standards may Include but are not Limited to: (arranged by standard)**

#### **3.1 (Reading):**

- **Name Recognition Activity:** The students will be given an envelope with each letter of their name written on a small card. The students must then put the letters in the correct order to practice spelling their name and recognizing the letters in their name. \*This can be done with just the first name or both first and last.
- **Retelling Cards:** Use these cards before or after reading a story to the class. If used before, predict what the story will be about. Identify main characters, events, setting etc. when used after reading the book.
- **Echo Reading:** Read a book or poem aloud to the students and have them repeat each line after you. Use a pointer to track the print so the students can learn left to right progression.

- **Word Web (KWL or pre-reading chart):** Before reading a story, use a word web to brainstorm ideas about the book or introduce new vocabulary to the students.
- **Gone Fishing:** To practice recognizing high frequency words, create two sets of fish one big and one little (Each set should be a different color). On all the little fish write ten high frequency words and then on the big fish write the same high frequency words (laminated). The students must then “feed the big fish” by matching the words on the big and little fish. This should be done with a partner because once they have matched all the words they must read each word to their partner.
- **Letter Match:** On a piece of sentence strip, write each uppercase letter and then on clothes pins write each lowercase letter. The students must match the capital and lowercase letters.

### 3.2 (Writing)

- **Journals:** After reading a story aloud, have the students write in a journal. In the beginning of the year they can draw a picture of their favorite character or part in the story. As the year progresses, a writing prompt may be used to start the students off or they can independently write their own sentence.
- **Interactive Writing:** (Write sentences as a class.) Before or after reading, generate a class list of what the story will be about and have the students brainstorm ideas. Then read each sentence aloud to the class and have the students repeat (this should be done by tracking the print as you and the students read).
- **Picture Labeling:** After listening to a story, the students will create a picture and use letter sound knowledge to write words/labels for what they drew.
- **Retraceable Name Card:** To make these name cards take one piece of oak tag (cut in half) and two sheets of white lined paper. Write the students first and last name on three lines, leaving the last line blank. Then glue a piece of lined paper on each side of the oak tag (one half of oak tag can be used for each student). Laminate and then give the students an overhead marker, which wipes right off. This allows them to practice tracing their name on the first three lines and then on

the last line they can write it on their own. As the year progresses, you can use the back to have the students copy words or sentences.

- **Writing Prompt:** This can be used after reading and to begin helping the students write sentences. After listening to a story, the students can be given a writing prompt; for example: My favorite part in the story is when \_\_\_\_\_. The students must then fill in the blank by using letter/sound correspondence to figure out the letters in a word and then draw a picture to go along with what they wrote.

### 3.3 (Speaking)

- **Calendar Time:** Sing “Days of the Week,” “There are 7 Days,” “Sunday, Monday....” Discuss weather, day, date, month, season etc.
- **Class Discussion:** Share and express ideas before or after reading. Discuss the characters, main events, setting etc. after reading a book or predict what the book will be about before reading.
- **Sharing:** The students will be able to share their work with the class by coming to the front of the room and discussing the work they completed.
- **Show and Tell:** Give the students an opportunity to share something about themselves with the class. Assign each student a day which they can bring in their show and tell. Some parameters should be set. For example, it should be something they love to do/play with or something that means a lot to them.
- **Morning Message:** Respond to the daily message on the board. The students will share experiences and express their thoughts and ideas by answering the daily question.

### 3.4 (Listening)

- **Rhyming Memory:** To practice listening and identifying words that rhyme, the students work in pairs to play rhyming memory. They must say what each picture is and then listen to see if they two pictures rhyme or belong to the same word family.
- **Questioning:** To check for understanding/listening after reading a story, question the students about the characters, setting, events etc.

- **Rhyming Game:** Give the students a word and they must produce words that rhyme with it. This practices identifying words that sound the same.
- **“Going on a Word Hunt”-** This game practices listening to sounds in a word and then putting the sounds together to make a word. For example, “b” “at” becomes bat. The students must listen to the phonemes and then figure out the correct word.
- *Sing, Talk, Rhyme Chart* (This is a collection of poems and songs that help identify letter/sound relationships).

### 3.5 (Viewing and Media Literacy)

- **Picture Walk:** Before reading a story aloud, do a “picture walk” with the students by showing them each picture and asking them to predict what will happen in the story.
- **Sequencing:** Put pictures in order and then tell a story using each picture.
- **Illustrator for a Day:** Give the students an opportunity to be an illustrator. The students can listen to a story and then have the opportunity to create a new cover for the story that was read. It must go along with the book and it should be colorful and creative.
- **Character Day:** Invite the students to dress as one of their favorite characters from their favorite book. Each student must then come to the front of the class and tell who they are and why that book/character is their favorite.

### 8.1 (Technology)

- ActivBoard Flip Charts
- [www.macmillian.com](http://www.macmillian.com)
- [www.starfall.com](http://www.starfall.com)
- [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Computers, television, VCR/DVD player to show educational movies

### Instructional Strategies:

These standards can be delivered through the use of:

- Big Books
- Trade Books
- ActivBoard
- Small Reading Groups
- Whole Group Instruction
- Class Discussion
- Student Participation
- Word Webs, Charts etc.
- Internet (i.e. United Streaming, Star Fall)
- Worksheets

### **Evaluation/Assessment of Students:**

To determine if the students meet the standards, the following assessments/evaluations may be used:

- Student Work
- Artifacts
- Teacher Check List
- Assessment Sheet (One per student for the entire year)
- End of the Year Check List
- Class Participation

### **Evaluation/Assessment of Curriculum:**

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

### **Resources:**

## **Treasures Teacher Manuals:**

### **Unit 1:**

- Whose Baby Am I?
- The Picnic at Apple Park
- Peter's Chair

### **Unit 2:**

- What Do You Like?
- Friends All Around
- Simon and Molly Plus Hester

### **Unit 3:**

- The Bus for Us
- On the Go
- Duck on a Bike

### **Unit 4:**

- Apple Famer Annie
- Our Special Sweet Potato Pie
- Yoko

### **Unit 5:**

- Mamma Cat Has Three Kittens
- Animal Babies ABC
- Mole and the Baby Bird

### **Unit 6:**

- Russ and the Firehouse
- Bus Stops
- Alicia's Happy Day

## **Unit 7:**

- A Rainy Day
- In the Yard
- Bear Snores On

## **Unit 8:**

- Oak Trees
- Seed Secrets
- Sunflower House

## **Unit 9:**

- Beetles
- Fish Faces
- If the Dinosaurs Came Back

## **Unit 10:**

- What Do You Know?
- A Messy Color Book
- Turtle Splash

**Leveled Guided Reading Books:** Approaching, On Level, and Beyond

## **Interactive Read Aloud Anthology**

**Other Resources:** retelling cards, alphabet cards, letter cards, sound box, SmartBoard/ActivBoard, United Streaming, FOCUS cards, journal, worksheets, construction paper.

## **Bibliography:**

Hopatcong Homepage: [www.hopatcongschools.org](http://www.hopatcongschools.org)

New Jersey State Standards: <http://www.state.nj.us/education/cccs/>