

Paulsboro Schools



Curriculum

Language Arts Literacy

Grade K

2011 - 2012

*** For adoption by all regular education programs
Board Approved: April 2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.**

PAULSBOROSCHOOL DISTRICT

Superintendent

Dr. Frank Scambia

BOARD OF EDUCATION

Mr. Thomas Ridinger, President

Ms. Bonnie Eastlack, Vice President

Mrs. Barbara Dunn

Mr. Louis Fabiani*

Mrs. Paula Giampola

Mr. Joseph L. Lisa

Mrs. Lisa L. Lozada-Shaw

Mr. Jarryd Scott, Sr.

Ms. Sharon Downs Thomas

Curriculum writing team members:

R. Richardson

*GreenwichTownship Board of Education Representative

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

Educational Goals: <Language Arts Literacy
Students will be able to

Educational Goals (taken from NJCCCS)

Students will be able to

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the 2009 New Jersey Core Curriculum Content Standards. The page is titled "Academic Standards 2009 New Jersey Core Curriculum Content Standards". It features a "Standards Search Criteria" section with the following options:

- Select Format Option:** Standards Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):** All, 5.1- Science Practices, 5.3- Life Science, 5.2- Physical Science, 5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]

Buttons for "Search" and "Clear Search" are located below the criteria. A "Download Options" box on the right lists:

- 21st Century Units
- Classroom Application Documents (CADs)

* Content Area selection required. All other options are not applicable to Units or CADs at this time.

At the bottom, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. A navigation bar at the top right includes "PREVIOUS", "HOME", and "SEARCH" buttons. The footer contains links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

Callouts on the page provide instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" box.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
Standard		5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
Strand		A. Understand Scientific Explanations : Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

LAL
Scope and Sequence Map

Quarter 1

Big Idea:1

The ability to read a variety of texts requires independence, comprehension and fluency.

Big Idea:3

Oral language and listening are tools for communicating, thinking and learning.

Big Idea: 2

Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea:4

A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 2

Big Idea:1

The ability to read a variety of texts requires independence, comprehension and fluency.

Big Idea 3

Oral language and listening are tools for communicating, thinking and learning.

Big Idea: 2

Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea:4

A media literate person can evaluate how words, images, and sounds influence a message.

Science

Scope and Sequence Map Page 2

Quarter 3

Big Idea: 1

The ability to read a variety of texts requires independence, comprehension and fluency.

Big Idea: 2

Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea:

Oral language and listening are tools for communicating, thinking and learning.

Big Idea:4

A media literate person can evaluate how words, images, and sounds influence a message.

Quarter 4

Big Idea: 1

The ability to read a variety of texts requires independence, comprehension and fluency.

Big Idea:3

Oral language and listening are tools for communicating, thinking and learning.

Big Idea: 2

Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea:4

A media literate person can evaluate how words, images, and sounds influence a message.

Subject/ Grade level: LAL K	Suggested days of instruction: 45	
<p>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.a. Follow words from left to right, top to bottom, and page by page. RF.K.1.b. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.c. Understand that words are separated by spaces in print. RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	Big Idea 1: The ability to read a variety of texts requires independence, comprehension and fluency.	
	<p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
	Suggested Read Aloud: Theme	
	1. Family 2. Friendship 3. Transportation	
	<p>Additional Resources:</p> <ul style="list-style-type: none"> <li style="width: 50%;">- McGraw Hill Treasures Series <li style="width: 50%;">- Launching Reading Workshop (Lucy Calkins) <li style="width: 50%;">- Dictionary <li style="width: 50%;">- http://www.readinga-z.com/ <li style="width: 50%;">- Leveled books <li style="width: 50%;">- Literacy coach <li style="width: 50%;">- Reading With Meaning (Debbie Miller) <li style="width: 50%;">- Paulsboro School District Grade K science/social studies curriculum guides 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are key details in the text? 2. Can you retell me a story with details? 3. What is the main idea of the reading? 4. How do you read words in print? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Good readers can segment through clapping and other strategies. 2. Good readers can identify that letters and letter combinations represent sounds. 3. Good readers can use decoding skills and context clues to identify words and their meaning. . <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> - Compass Odyssey - Small group instruction <p>ELL:</p> <ul style="list-style-type: none"> - Leveled readers - After school support 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> - Grade level vocabulary through read alouds, think alouds, shared reading stories - Practice fluency of shared reading [big book, overhead] daily. Repeat same reading - “read” books of student choice daily - Promote reinforcement of concepts of print, sounds, and sight words - Guided reading - Student directed word wall <p>Assessment Models:</p> <p>Formative: Anecdotal records/ Running records Picture walk/ make connection Center Activities/ small group</p> <p>Summative: Unit test Portfolio/ rubrics</p>	

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 1

Objective/ Cluster Concept/
Cumulative Progress Indicators
The student will be able to:
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.
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.a. Print many upper- and lowercase letters.
L.K.1.b. Use frequently occurring nouns and verbs.
L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
L.K.1.d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
L.K.1.e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
L.K.1.f. Produce and expand complete sentences in shared language activities.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

- 1. Family 2. Friendship 3. Transportation**

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Paulsboro School District Grade K science/social studies curriculum guides
- Launching Writing Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach

Essential Questions:

1. How can you tell a story by putting the events in order?
2. How do you write letters, words, or sentences?

Enduring Understanding:

1. Good writers can organize stories using sequence
2. Written communication and proper grammar mechanics promote fluency of communication.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Student directed word wall
- Writing Workshop
- Teacher model writing process
- Share writing with class (author's chair)

Assessment Models:

Formative:

- Writing journal
- Teacher conference
- Center Activities/ small group

Summative:

- Portfolio/ rubrics
- Teacher observations
- Pre/post district writing samples

<p>Subject/ Grade level: LAL K</p> <p>Quarter 1</p> <p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.1.a.Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b.Continue a conversation through multiple exchanges.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.a.Print many upper- and lowercase letters.</p> <p>L.K.1.b.Use frequently occurring nouns and verbs.</p> <p>L.K.1.c.Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>L.K.1.d.Understand and use</p>	<p>Suggested days of instruction: 45</p> <p>Big Idea 3: Oral language and listening are tools for communicating, thinking and learning</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. <p>Suggested Read Aloud: Theme</p> <p>1. Family 2. Friendship 3. Transportation</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - McGraw Hill Treasures Series - Dictionary - Leveled books - Reading With Meaning (Debbie Miller) - Launching Reading Workshop (Lucy Calkins) - http://www.readinga-z.com/ - Literacy coach - Paulsboro School District Grade K science/social studies curriculum guides <table border="1"> <tr> <td data-bbox="569 812 1339 1521"> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the rules for discussion followed? 2. How do you use grammar when speaking? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1.Good readers can segment through clapping and other strategies. 2.Good readers can identify that letters and letter combinations represent sounds. 3.Good readers can use decoding skills and context clues to identify words and their meaning. . <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> -Compass Odyssey -Small group instruction <p>ELL:</p> <ul style="list-style-type: none"> - Leveled readers - After school support - Classroom modifications </td> <td data-bbox="1352 812 2066 1521"> <p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Grade level vocabulary through read alouds, think alouds, shared reading stories -Practice fluency of shared reading [big book, overhead] daily. Repeat same reading - “read” books of student choice daily -Promote reinforcement of concepts of print, sounds, and sight words -Guided reading -Student directed word wall <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> Anecdotal records/ Running records Picture walk/ make connection Center Activities/ small group <p>Summative:</p> <ul style="list-style-type: none"> Unit test Portfolio/ rubrics </td> </tr> </table>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the rules for discussion followed? 2. How do you use grammar when speaking? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1.Good readers can segment through clapping and other strategies. 2.Good readers can identify that letters and letter combinations represent sounds. 3.Good readers can use decoding skills and context clues to identify words and their meaning. . <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> -Compass Odyssey -Small group instruction <p>ELL:</p> <ul style="list-style-type: none"> - Leveled readers - After school support - Classroom modifications 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Grade level vocabulary through read alouds, think alouds, shared reading stories -Practice fluency of shared reading [big book, overhead] daily. Repeat same reading - “read” books of student choice daily -Promote reinforcement of concepts of print, sounds, and sight words -Guided reading -Student directed word wall <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> Anecdotal records/ Running records Picture walk/ make connection Center Activities/ small group <p>Summative:</p> <ul style="list-style-type: none"> Unit test Portfolio/ rubrics
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are the rules for discussion followed? 2. How do you use grammar when speaking? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1.Good readers can segment through clapping and other strategies. 2.Good readers can identify that letters and letter combinations represent sounds. 3.Good readers can use decoding skills and context clues to identify words and their meaning. . <p>Intervention Materials/ Strategies:</p> <ul style="list-style-type: none"> -Compass Odyssey -Small group instruction <p>ELL:</p> <ul style="list-style-type: none"> - Leveled readers - After school support - Classroom modifications 	<p>Sample Learning Activities:</p> <ul style="list-style-type: none"> -Grade level vocabulary through read alouds, think alouds, shared reading stories -Practice fluency of shared reading [big book, overhead] daily. Repeat same reading - “read” books of student choice daily -Promote reinforcement of concepts of print, sounds, and sight words -Guided reading -Student directed word wall <p>Assessment Models:</p> <p>Formative:</p> <ul style="list-style-type: none"> Anecdotal records/ Running records Picture walk/ make connection Center Activities/ small group <p>Summative:</p> <ul style="list-style-type: none"> Unit test Portfolio/ rubrics 		

question words (interrogatives)
(e.g., *who, what, where, when, why, how*).

L.K.1.e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1.f. Produce and expand complete sentences in shared language activities.

Teacher observations

Subject/ Grade level: LAL K

Suggested days of instruction:45

Quarter 1

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

- 1. Family 2. Friendship 3. Transportation**

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Billingsport computer lab
- Library
- Compass Odyssey
- Literacy coach

Essential Questions:

- 1. How can you use illustrations and details in a story to describe its text structure?

Enduring Understanding:

- 1. Students can collaborate with a variety of people while using digital tools to produce and publish writing.

Sample Learning Activities:

- Teacher model writing process

Assessment Models:

Formative:

- Conference

Summative:

- Portfolio/ rubrics
- Teacher observations

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.4. Ask and answer questions about unknown words in a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2.a. Recognize and produce rhyming words.

RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2.d. Isolate and pronounce

Big Idea 1: The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Transportation 2. Food 3. Animals

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

1. Can you identify the characters, settings, and major events in the story?
2. What kind of question can you ask to find the meaning of a word or words?
3. How do you compare two characters, events, or ideas in a story?
4. How do you count the syllables in a word?
5. How do you know what sounds are in a word?

Enduring Understanding:

1. Good readers can segment through clapping and other strategies.
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- "read" books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

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/.)

RF.K.2.e.Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

ELL:

- Leveled readers
- After school support
- Classroom modifications

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

Big Idea 2:

Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Transportation 2. Food 3. Animals

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Paulsboro School District Grade K science/social studies curriculum guides
- Launching Writing Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach

Essential Questions:

1. How can you draw, tell, or write about a topic/story?

Enduring Understanding:

1. Good writers can organize stories using sequence
2. Written communication and proper grammar mechanics promote fluency of communication.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Student directed word wall
- Writing Workshop
- Teacher model writing process
- Share writing with class (author's chair)

Assessment Models:

Formative:

- Writing journal
- Teacher conference
- Center Activities/ small group

Summative:

- Portfolio/ rubrics
- Teacher observations
- Pre/post district writing samples

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a. Print many upper- and lowercase letters.

L.K.1.b. Use frequently occurring nouns and verbs.

L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

L.K.1.d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1.e. Use the most frequently occurring prepositions (e.g., *to*,

Big Idea 3: Oral language and listening are tools for communicating, thinking and learning.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Transportation 2. Food 3. Animals

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

1. How can you listen for key details in a text?
2. Why should you ask questions to a speaker when you do not understand information ?
3. How do you use grammar when speaking?

Enduring Understanding:

1. Good readers can segment through clapping and other strategies.
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning. .
4. Good readers will use comprehension strategies to understand text.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- “read” books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

from, in, out, on, off, for, of, by, with).

L.K.1.f. Produce and expand complete sentences in shared language activities.

ELL:

- Leveled readers
- After school support
- Classroom modifications

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

- 1. Transportation 2. Food 3. Animals**

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Billingsport computer lab
- Library
- Compass Odyssey
- Literacy coach

Essential Questions:

2. How can you use illustrations and details in a story to describe its text structure?

Enduring Understanding:

- Students collaborate with a variety of people while using digital tools to produce and publish writing.

Sample Learning Activities:

- Teacher model writing process

Assessment Models:

- Formative:**
-Conference
- Summative:**
Portfolio/ rubrics
Teacher observations

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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.

RI.K.5. Identify the front cover, back cover, and title page of a book.

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.

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

RF.K.3.a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RF.K.3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Big Idea 1: The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Neighborhood 2. Weather 3. Plants

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

1. Can you identify a text type?
2. Who is telling the story?
3. Where is the front cover, back cover, and title page of the book?
4. How can you use decoding skills with an unknown word?

Enduring Understanding:

1. Good readers can segment through clapping and other strategies.
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- “read” books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

RF.K.3.c.Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

RF.K.3.d.Distinguish between similarly spelled words by identifying the sounds of the letters that differ

ELL:

- Leveled readers
- After school support
- Classroom modifications

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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...*).

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a.Capitalize the first word in a sentence and the pronoun *I*.

L.K.2.b.Recognize and name end punctuation.

L.K.2.c.Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.dSpell simple words phonetically, drawing on knowledge of sound-letter relationships.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Neighborhood 2. Weather 3. Plants

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Paulsboro School District Grade K science/social studies curriculum guides
- Launching Writing Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach

Essential Questions:

- 1.How do you form an opinion about a topic or book?
- 2.How do you answer a question with a topic focus and add details?
- 3.How do you use grammar when writing?

Enduring Understanding:

- 1.Good writers can organize stories using sequence
- 2.Written communication and proper grammar mechanics promote fluency of communication.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Student directed word wall
- Writing Workshop
- Teacher model writing process
- Share writing with class (author's chair)

Assessment Models:

Formative:

- Writing journal
- Teacher conference
- Center Activities/ small group

Summative:

- Portfolio/ rubrics
- Teacher observations
- Pre/post district writing samples

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Idea 3: Oral language and listening are tools for communicating, thinking and learning.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Neighborhood 2. Weather 3. Plants

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

- 1.How do you describe nouns with details?
- 2.How can you communicate using words and phrases?

Enduring Understanding:

- 1.Good readers can segment through clapping and other strategies.
- 2.Good readers can identify that letters and letter combinations represent sounds.
- 3.Good readers can use decoding skills and context clues to identify words and their meaning. .

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- “read” books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

Subject/ Grade level: LAL K	Suggested days of instruction: 45	
Quarter 3	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.	
Objective/ Cluster Concept/ Cumulative Progress Indicators	Goals:	
The student will be able to:	<ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. 	
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.	Suggested Read Aloud: Theme	
1. Neighborhood 2. Weather 3. Plants		
Additional Resources:		
<ul style="list-style-type: none"> - McGraw Hill Treasures Series - Dictionary - Leveled books - Billingsport computer lab - Library - Compass Odyssey - Literacy coach 		
	Essential Questions: 1. How can you use illustrations and details in a story to describe its text structure?	Sample Learning Activities: -Teacher model writing process
	Enduring Understanding: 1. Students collaborate with a variety of people while using digital tools to produce and publish writing.	Assessment Models: Formative: -Conference Summative: Portfolio/ rubrics Teacher observations

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators
The student will be able to:

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).

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10. Actively engage in group reading activities with purpose and understanding

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).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in

Big Idea 1:The ability to read a variety of texts requires independence, comprehension and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Plants 2. Amazing Animals 3. I Know A Lot

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

1. What can you learn about a story from its illustrations?
2. How are two characters the same and different?
3. What supporting details did the author provide?
4. What is the same and different about two texts about the same topic?
5. What is an example of figurative language?

Enduring Understanding:

1. Good readers can segment through clapping and other strategies.
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- “read” books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

RF.K.4. Read emergent-reader texts with purpose and understanding.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.a.Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b.Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.c.Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.d.Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

ELL:

- Leveled readers
- After school support
- Classroom modifications

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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).

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a.Print many upper- and lowercase letters.

L.K.1.b.Use frequently occurring nouns and verbs.

L.K.1.c.Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

L.K.1.d.Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1.e.Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1.f.Produce and expand

Big Idea 2:

Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Plants 2. Amazing Animals 3. I Know A Lot

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Paulsboro School District Grade K science/social studies curriculum guides
- Launching Writing Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach

Essential Questions:

1. What is your opinion about each book?
- 2.How do you use grammar when writing?
- 3.What is the purpose of using captialization, punctuation, and spelling when writing?

Enduring Understanding:

- 1.Good writers can organize stories using sequence
- 2.Written communication and proper grammar mechanics prmote fluency of communication.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Student directed word wall
- Writing Workshop
- Teacher model writing process
- Share writing with class (author's chair)

Assessment Models:

Formative:

- Writing journal
- Teacher conference
- Center Activities/ small group

Summative:

- Portfolio/ rubrics
- Teacher observations
- Pre/post district writing samples

complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a. Capitalize the first word in a sentence and the pronoun *I*.

L.K.2.b. Recognize and name end punctuation.

L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Big Idea 3: Oral language and listening are tools for communicating, thinking and learning.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Plants 2. Amazing Animals 3. I Know A Lot

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Reading With Meaning (Debbie Miller)
- Launching Reading Workshop (Lucy Calkins)
- <http://www.readinga-z.com/>
- Literacy coach
- Paulsboro School District Grade K science/social studies curriculum guides

Essential Questions:

1. How can you use drawings to describe details?
2. How can you express thoughts, feelings, and ideas clearly?
3. How can you communicate using words and phrases?

Enduring Understanding:

1. Good readers can segment through clapping and other strategies.
2. Good readers can identify that letters and letter combinations represent sounds.
3. Good readers can use decoding skills and context clues to identify words and their meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- Small group instruction

ELL:

- Leveled readers
- After school support
- Classroom modifications

Sample Learning Activities:

- Grade level vocabulary through read alouds, think alouds, shared reading stories
- Practice fluency of shared reading [big book, overhead] daily. Repeat same reading
- "read" books of student choice daily
- Promote reinforcement of concepts of print, sounds, and sight words
- Guided reading
- Student directed word wall

Assessment Models:

Formative:

- Anecdotal records/ Running records
- Picture walk/ make connection
- Center Activities/ small group

Summative:

- Unit test
- Portfolio/ rubrics
- Teacher observations

Subject/ Grade level: LAL K

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Read Aloud: Theme

1. Plants 2. Amazing Animals 3. I Know A Lot

Additional Resources:

- McGraw Hill Treasures Series
- Dictionary
- Leveled books
- Billingsport computer lab
- Library
- Compass Odyssey
- Literacy coach

Essential Questions:

1. How can you use illustrations and details in a story to describe its text structure?

Enduring Understanding:

1. Students collaborate with a variety of people while using digital tools to produce and publish writing.

Sample Learning Activities:

-Teacher model writing process

Assessment Models:

Formative:

-Conference

Summative:

Portfolio/ rubrics

Teacher observations

Grade K Language Arts Outcomes

<i>Reading Benchmarks</i>	<i>Writing Benchmarks</i>
Form	Form
Realize speech can be recorded in words	Recognize that thoughts and ideas can be written down in words
Make predictions when stories are being read	Write his/her first and last name
Connect with prior knowledge and relate personal experiences to make connections	Write a complete sentence using pictures, developmental spelling and conventional text.
Distinguish letters from words	Write lower and upper case letters of alphabet from teacher copy
Demonstrate and understand parts of a book including author, characters, setting and problem	Draw a picture that is relative to writing
Know how to choose a book of interest	Engage in writing process
Listen, respond to and identify cause and effect of various genres of literature	Communicate ideas and experiences to create a story
Learn various reading strategies to aid independent reading	Use correct pencil grip and strokes when writing
Draw conclusions, make inferences and predict outcomes of text	Letters are written to correspond to correct phonetic sounds
Begin to track print using one to one correspondence	Use spacing, left to right and top to bottom directionality when writing words
Recognize consonants and vowels along with some sight words	Sequence story events for the purpose of writing
Understand purpose of pictures that tell a story	Collect, organize and discuss favorite writing samples and save into a portfolio
Recall, retell, and summarize	
Develop listening and reading comprehension	
Identify rhyming patterns/word families	
Identify letter/sound correspondence	

Kindergarten Phonics and Grammar Skills

Phonics		Grammar and Vocabulary
Rhyming Words	Long Ii	Adjectives
Letter matching upper and lower case	Long Oo	Nouns
Consonant Mm	Long Uu	Verbs
Consonant Bb	Consonant blend sh	Plurals
Consonant Ss	Consonant blend th	Predicates
Consonant Tt		Command Sentences
Consonant Ff		Exclamation Sentences
Short a		Question Sentences
Consonant Cc (soft and hard)		Subject/Verb agreement
Consonant Pp		Tense
Consonant Nn		Verbs ending in s
Short Ii		Capitalization of proper nouns
Consonant Hh		Capitalization of titles
Consonant Rr		Capitalization at beginning of sentences
Consonant Ll		Identification of quotation marks
Consonant Dd		Identification of exclamation marks
Consonant Gg (soft and hard)		Identification of comma
Short Oo		Identification of question mark
Consonant Kk		Identification of period
Consonant Ww		Spacing between words
Consonant Jj		Left to right progression
Consonant Vv		Top to bottom progression
Consonant Qq (qu rule)		Return Sweep
Short e		
Consonant x in final position		
Consonant Yy		
Consonant Zz		
Short Uu		
Long Aa		
Long Ee		