

Curriculum Management System

SADDLE BROOK SCHOOL DISTRICT



Course Name: English Language Arts
Grade: K
Date: October 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

Board approved:
November 11, 2015
Revised:
January 13, 2016

SADDLE BROOK SCHOOL DISTRICT

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Course Rationale

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

Scope and Sequence

Kindergarten

Quarter I

Reading

Building a Community of Readers - 4weeks Setting a foundation - Ongoing

- Book handling skills and introduction of classroom library
- Model effective reading habits
- Model effective listening behaviors
- Understand characteristics of printed material
- Establish guidelines for open discussions
- Establish reading goals
- Establish guidelines for small group instruction and independent work stations
- Learn appropriate questioning skills
- Identify and demonstrate effective reading behaviors/ habits
- Produce complete sentences
- Utilize resources in the room
- Respect questions and comments
- Participate in all reading activities
- Introduce ways to read
- Read independently

Building Good Readers - Ongoing

- Recognize the relationship between spoken word and print
- Demonstrate directionality of print
- Build an awareness of concepts about print
- Actively engage in group reading activities

Writing

Building a Community of Writers - 4 Weeks Setting a foundation - Ongoing

- Model and implement effective writing behaviors and habits
- Participate in group writing activities
- Sharing of writings and drawings to strengthen writing
- Relationship between spoken word and print
- Directionality of print
- Words are separated by spaces
- Use pictures to tell a story
- Difference between letters, words, and sentences
- Using letter/sound to stretch and write words
- One-to-one correspondence when writing
- Identify words through sound-letter association
- Communicate orally and through drawings

Narrative Writing: Personal Narrative - 4 weeks

- Sketch pictures to organize and add details
- Produce stories from personal experience
- Use ideas and information for shared writing piece
- Plan by thinking and saying ideas
- Sequence events
- Use developmental or conventional spelling to tell a story
- Use upper and lower case letters
- Capitalize first letter in sentence and pronoun I
- Use oral language to guide writing
- Publish collaborative pieces digitally
- Identify and use end punctuation
- Use nouns, verbs and prepositions to communicate ideas

Reading Literature

Nursery Rhymes and Poetry - 4 weeks - Poetry Packets ongoing

- Discuss important details
- Match rhyming words and pictures
- Recognize rhyming patterns
- Make predictions
- Read familiar poetry
- Use correct phonemes to enunciate
- Work with syllables
- Decode, match and add words to CVC patterns

Reading Informational Text - Ongoing

- Identify main topic
- Identify key details
- Use illustrations to make meaning
- Participate in multi-reading experiences
- Participate in collaborative reading discussions
- Activate prior knowledge
- Introduce parts of a book

Phonological Awareness - Ongoing

- Identify and count words
- Alliteration (same initial sound)
- Identify same beginning and ending sounds
- Identify and create rhyming words

Conventions of Standard English: Vocabulary Acquisition, Grammar, and Usage - Ongoing

- Speaking in complete sentences during shared activities
- Sorting object/pictures into self-selected categories
- Draw detailed illustrations to support vocabulary
- Dramatize vocabulary

	<ul style="list-style-type: none"> ● Use of nouns and verbs ● Plural nouns
Phonics - Ongoing <ul style="list-style-type: none"> ● Recognize and name all uppercase and lowercase ● Produce the graphic symbols for phonemes ● Read high-frequency words with automaticity 	Handwriting - Ongoing <ul style="list-style-type: none"> ● Manuscript ● Identify each of the upper and lowercase letters ● Form upper and lower case letters using proper stroke sequence ● Form upper and lower case letters with appropriate space and size ● Gain control of penmanship using the correct pencil grip, paper position and beginning strokes

Quarter II	
Reading <i>Building a Community of Readers - Ongoing</i> <ul style="list-style-type: none"> ● Effective reading habits ● Effective listening behaviors ● Understand characteristics of printed material ● Establish guidelines for open discussions ● Establish reading goals ● Learn appropriate questioning skills ● Read short patterned text independently using repeated readings ● Produce complete sentences ● Build an awareness of concepts about print ● Utilize resources in the room ● Respect questions and comments ● Participate in all reading activities ● Read independently <i>Building Good Readers - Ongoing</i> <ul style="list-style-type: none"> ● Recognize the relationship between spoken word and print ● Demonstrate directionality of print ● Build an awareness of concepts about print ● Begin to use a variety of strategies to read unknown words and comprehend ● Begin to use cues to pace fluency ● Ask and answer questions about vocabulary ● Begin to recognize various texts ● Actively engage in group reading activities 	Writing <i>Building a Community of Writers - Ongoing</i> <ul style="list-style-type: none"> ● Effective writing behaviors and habits ● Participate in group writing activities ● Sharing of writings and drawings to strengthen writing ● Relationship between spoken word and print ● Directionality of print ● Words are separated by spaces ● Use pictures to tell a story ● Difference between letters, words, and sentences ● Using letter/sound to stretch and write words ● One-to-one correspondence when writing ● Identify words through sound-letter association ● Communicate orally and through drawings <i>Narrative Writing: Personal Narrative - 3 weeks</i> Continued from Quarter I <i>Informational/Explanatory Writing: All About - 6 weeks</i> <ul style="list-style-type: none"> ● Generate ideas for all about writing ● Contribute ideas and researched information for shared writing ● Generate a list of facts ● Difference between fact and opinion ● Label diagrams, drawings, pictures for information ● Use developmental or conventional spelling to tell a story ● Use upper and lower case letters ● Capitalize first letter in sentence and pronoun I ● Use oral language to guide writing ● Publish collaborative pieces digitally ● Identify and use end punctuation ● Use nouns, verbs and prepositions to communicate story ideas ● Produce and expand sentences ● Write complete sentences with correct capitalization and punctuation
Reading Literature - Ongoing <ul style="list-style-type: none"> ● Use illustrations to make meaning ● Identify types of literature ● Role of author and illustrator ● Identify characters and setting 	Reading Informational Text - Ongoing <ul style="list-style-type: none"> ● Identify main topic ● Identify key details ● Key detail discussions ● Illustrations for meaning

<ul style="list-style-type: none"> ● Identify the problem in a story ● Sequence of events ● Text to self connections ● Make predictions ● Answer questions about text ● Retell stories 	<ul style="list-style-type: none"> ● Participate in multi-reading experiences ● Collaborative reading discussions ● Text to self connections ● Identify author and illustrator and their jobs
Phonological Awareness - Ongoing <ul style="list-style-type: none"> ● Identify and count words ● Alliteration (same initial sound) ● Identify same beginning and ending sounds ● Blend onset and rime ● Segment onset and rime 	Conventions of Standard English: Vocabulary Acquisition, Grammar, and Usage - Ongoing <ul style="list-style-type: none"> ● Speaking in complete sentences during shared activities ● Sorting object/pictures into self-selected categories ● Draw detailed illustrations to support vocabulary ● Question words ● Prepositions ● Multiple meaning words
Phonics - Ongoing <ul style="list-style-type: none"> ● Recognize and name all uppercase and lowercase letters of the alphabet ● Produce the graphic symbols for phonemes in initial, medial, and final consonant positions ● Read high-frequency words with automaticity ● Use sound-spelling relationships to decode and encode words ● Decode and encode basic CVC words ● Develop and apply knowledge of short vowels when decoding 	Handwriting - Ongoing <ul style="list-style-type: none"> ● Manuscript ● Identify each of the upper and lowercase letters. ● Form upper and lower case letters using proper stroke sequence ● Form upper and lower case letters with appropriate space and size ● Gain control of penmanship using the correct pencil grip, paper position and beginning strokes

Quarter III

Reading <i>Building a Community of Readers - Ongoing</i> Revisit as needed <i>Building Good Readers - Ongoing</i> <ul style="list-style-type: none"> ● Recognize the relationship between spoken word and print ● Demonstrate directionality of print ● Build an awareness of concepts about print ● Use a variety of strategies to read unknown words and comprehend ● Use cues to pace fluency ● Ask and answer questions about vocabulary ● Recognize common types of text. ● Actively engage in group reading activities 	Writing <i>Building a Community of Writers -Ongoing</i> Revisit as needed <i>Informative/Explanatory Writing: Compare/Contrast - 5 weeks</i> <ul style="list-style-type: none"> ● Discuss/write about likenesses/differences on a chosen topic ● Use text features to aid in explanations ● Present/teach about a chosen topic in writing ● Communicate through drawing and telling ● Use developmental or conventional spelling to tell a story ● Use upper and lower case letters ● contribute ideas to a shared writing piece ● sketch pictures to organize and add details ● express ideas clearly and discuss writing ● Use oral language to guide writing ● Publish collaborative pieces digitally ● Identify and use end punctuation ● Use nouns, verbs and prepositions to communicate ideas ● Produce and expand sentences <i>Opinion Writing: Favorites - 4 weeks</i> <ul style="list-style-type: none"> ● Generate ideas for all about writing ● Inform read of topic or name of book ● State opinion or preference ● Supply reasons in opinion ● Communicate through drawing and telling ● Use developmental or conventional spelling to tell a story ● Use upper and lower case letters
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	<ul style="list-style-type: none"> ● Capitalize first letter in sentence and pronoun I ● Use oral language to guide writing ● Publish collaborative pieces digitally ● Identify and use end punctuation ● Use nouns, verbs and prepositions to communicate ideas ● Produce and expand sentences ● Write complete sentences with correct capitalization and punctuation
Reading Literature - Ongoing <ul style="list-style-type: none"> ● Identify and discuss story structure ● Use illustrations to make meaning ● Identify types of literature ● Identify characters, setting, and events ● Sequence events ● Identify problem and solution in a story ● Retell stories using key details ● Text to self and text to text connections ● Identify unknown words using context and pictures ● Difference between fiction and nonfiction and some specific genres like poems and fairy tales ● Character descriptions 	Reading Informational Text - Ongoing <ul style="list-style-type: none"> ● Identify main topic ● Identify key details ● Key detail discussions ● Illustrations for meaning ● Participate in multi-reading experiences ● Collaborative reading discussions ● Text to text connections ● Identify unknown words using context and pictures
Phonological Awareness - Ongoing <ul style="list-style-type: none"> ● Identify and count words ● Alliteration (same initial sound) ● Identify same beginning and ending sounds ● Blend phonemes ● Segment words into syllables ● Individual phonemes 	Conventions of Standard English: Vocabulary Acquisition, Grammar, and Usage - Ongoing <ul style="list-style-type: none"> ● Working with prefixes, suffixes and root words ● Features of complete sentences ● Speaking and writing complete sentences during shared activities ● Identify and generate antonyms to common words ● Using acquired words and phrases in social/intellectual conversation
Phonics - Ongoing <ul style="list-style-type: none"> ● Recognize and name all uppercase and lowercase letters of the alphabet ● Produce the graphic symbols for phonemes in initial, medial, and final consonant positions ● Read high-frequency words with automaticity ● Use sound-spelling relationships to decode and encode words ● Decode and encode basic CVC words ● Develop and apply knowledge of short vowels when decoding ● Use visual patterns to read and write new words ● Use initial, medial, and final sounds in spelling approximations 	Handwriting - Ongoing <ul style="list-style-type: none"> ● Manuscript ● Identify each of the upper and lowercase letters ● Form upper and lower case letters using proper stroke sequence ● Form upper and lower case letters with appropriate space and size ● Gain control of penmanship using the correct pencil grip, paper position and beginning strokes

Quarter IV	
Reading <i>Building a Community of Readers - Ongoing</i> Revisit as needed <i>Building Good Readers - Ongoing</i> <ul style="list-style-type: none"> ● Recognize the relationship between spoken word and print ● Demonstrate directionality of print ● Build an awareness of concepts about print 	Writing <i>Building a Community of Writers -Ongoing</i> Revisit as needed <i>Opinion Writing: Favorites - 2 weeks</i> Continued from Quarter III <i>Narrative Writing: Fictional Narrative - 7 weeks</i>

<ul style="list-style-type: none"> ● Use a variety of strategies to read unknown words and comprehend ● Use cues to pace fluency ● Ask and answer questions about vocabulary ● Recognize common types of text. ● Actively engage in group reading activities 	<ul style="list-style-type: none"> ● Sketch pictures to organize and add details ● Produce stories with story structure ● Use ideas and information for shared writing piece ● Plan by thinking and saying ideas ● Sequence events ● Use developmental or conventional spelling to tell a story ● Use upper and lower case letters ● Capitalize first letter in sentence and pronoun I 9. Use oral language to guide writing ● Publish collaborative pieces digitally ● Identify and use end punctuation ● Use nouns, verbs and prepositions to communicate ideas ● Produce and expand sentences
Reading Literature - <i>Ongoing</i> <ul style="list-style-type: none"> ● Identify and discuss story structure ● Identify characters, setting, problem/solution, events ● Sequence events into logical order to retell facts ● Retell stories using key details ● Text to self and text to text connections ● Use context clues to determine meaning of words ● Difference between fiction and nonfiction and some specific genres like poems and fairy tales ● Participate appropriately in collaborative discussions about their reading 	Reading Informational Text - <i>Ongoing</i> <ul style="list-style-type: none"> ● Identify main idea ● Identify key details ● Share information learned from text ● Use illustrations for meaning ● Participate in multi-reading experiences ● Collaborative reading discussions ● Similarities and differences between texts ● Text to self and text to text connections
Phonological Awareness <ul style="list-style-type: none"> ● Identify and count words ● Alliteration (same initial sound) ● Identify same beginning and ending sounds ● Isolate/produce sounds in words ● Substitute sounds to create new words 	Conventions of Standard English: Vocabulary Acquisition, Grammar, and Usage - <i>Ongoing</i> <ul style="list-style-type: none"> ● Working with prefixes, suffixes and root words ● Speaking and writing complete sentences ● Identify and generate antonyms to common words ● Use verbs and adjectives
Phonics - <i>Ongoing</i> <ul style="list-style-type: none"> ● Recognize and name all uppercase and lowercase letters of the alphabet ● Produce the graphic symbols for phonemes in initial, medial, and final consonant positions ● Read high-frequency words with automaticity ● Use sound-spelling relationships to decode and encode words ● Decode and encode basic CVC words ● Apply knowledge of short vowels when decoding ● Use visual patterns to read and write new words. ● Use initial, medial, and final sounds in spelling 	Handwriting - <i>Ongoing</i> <ul style="list-style-type: none"> ● Manuscript ● Identify each of the upper and lowercase letters. ● Form upper and lower case letters using proper stroke sequence ● Form upper and lower case letters with appropriate space and size ● Gain control of penmanship using the correct pencil grip, paper position and beginning strokes

Unit Plans

Kindergarten

Building a Community of Readers

Timeline: 4 weeks then ongoing

Enduring Understandings:

- Effective reading communities work best with clearly communicated procedures and routines.
- To form a love of reading students must be engaged in a variety of texts.
- Through modeled, shared and independent reading experiences students develop their skills as readers and effectively communicate their thoughts and opinions.
- Text serves many purposes, including entertaining, informing and persuading.

Essential Questions:

- Why do we read?
- How can we work together as a class, in small groups, and individually to become better readers?
- What does a reading community look like and how do I recognize myself as an individual reader in the community?

Building Good Readers

Timeline: Ongoing

Enduring Understandings:

- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.

Essential Questions:

- What do good readers do to become better readers?
- How do good readers make sense of the text?

Phonological Awareness

Timeline: Ongoing

Enduring Understandings:

- A word is made up of a series of discrete (separate) sounds.
- Phonemic awareness includes the ability to isolate, blend, and manipulate sounds in spoken words.
- One's understanding of the spoken word is developed through phonemic awareness.
- Phonemic awareness is a prerequisite to and necessary for phonics work to be effective.

Essential Questions:

- What makes one word sound different than another?
- How can I break a word into its sounds?
- How can I put sounds together to make a word?
How can I manipulate sounds?

Phonics		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> ● The relationship between letters and sounds help us to make meaning of print. ● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime). ● Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. 	Essential Questions: <ul style="list-style-type: none"> ● Why is letter-sound correspondence important in reading and writing? ● How does knowing high frequency words automatically help with reading? ● How are words visually similar and/or different? ● How do readers use their phonics knowledge to help decode and comprehend text? 	

Conventions of Standard English: Vocabulary Acquisition, Grammar, & Usage		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> ● In order to communicate effectively one must possess a robust vocabulary. ● When reading, speaking, and writing it is important to understand word relationships and nuances in word meanings. ● Building a robust vocabulary assists in listening and reading comprehension. ● Language has consistent patterns and rules to follow when speaking and writing. ● It is essential to articulate clearly and accurately using appropriate language structure so that one's message can be understood. 	Essential Questions: <ul style="list-style-type: none"> ● Why is vocabulary instruction essential? ● How can I acquire a robust vocabulary? ● Why is there structure to our language? ● How do I effectively communicate my thoughts and feelings when speaking and writing? 	

Reading Literature		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> ● There are essential elements in literature. ● In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, connecting, visualizing, retelling, and questioning. ● Illustrations support and add detail to a story. ● Effective readers ask questions and have wonderings before, during and after a reading to help them understand a story. 	Essential Questions: <ul style="list-style-type: none"> ● What strategies do readers use to understand a story? ● How do readers make informed decisions about their reading? ● What kind of problems or goals can characters have? 	

Reading Literature: Nursery Rhymes/Poetry		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> To form a love of reading students must be engaged in a variety of texts. Through modeled, shared and independent reading experiences students develop their skills as readers and effectively communicate their thoughts and opinions. 	Essential Questions: <ul style="list-style-type: none"> What can you do with rhyming words? How do good readers use rhyming words? 	

Reading Informational Texts		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Informational text provides facts about a topic and includes details to support the topic. Informational text makes different demands on the reader than literature. 	Essential Questions: <ul style="list-style-type: none"> Why is it important to identify the difference between informational text and literature? How does graphic information (ex. pictures, photographs, diagrams) help provide more information about the topic? How does comparing/contrasting two different texts increase one's knowledge of a topic? 	

Building a Community of Writers		Timeline: 4 weeks then ongoing
Enduring Understandings: <ul style="list-style-type: none"> Effective writing communities work best with clearly communicated procedures and routines. Through a variety of writing experiences, students develop awareness that their writing can tell a story or provide information. A strong writing community is built through sharing ideas and respecting another's ideas. 	Essential Questions: <ul style="list-style-type: none"> What does a writing community look like? How can work together as a class and individually to become better writers? How do good writers convey their message? Why do we write? 	

Handwriting		Timeline: Ongoing
Enduring Understandings: <ul style="list-style-type: none"> Handwriting needs to be legible so you can communicate effectively in writing. There are a few pencil strokes that form many letters. 	Essential Questions: <ul style="list-style-type: none"> Why do we form letters in a certain way using a standard sequence of strokes? How does proper letter formation help us communicate effectively? 	

Narrative Writing: Personal Narrative		Timeline: 8 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Writing is a powerful tool for communicating a message or idea. • Language can be turned into writing. • Writing serves many purposes, including to tell a story. • Writing can be strengthened by sharing and respecting one another's ideas. 	Essential Questions: <ul style="list-style-type: none"> • Why do we write? • How do good writers plan? • How and why do good writers use their friends? 	

Narrative Writing: Fictional Narrative		Timeline: 8 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Through a variety of writing experiences, students develop awareness that their writing can tell a story. • Writing serves many purposes including entertainment. • Writers generate fiction ideas from their own lives or from mentor texts. • Writing can be strengthened by sharing and respecting one another's ideas. 	Essential Questions: <ul style="list-style-type: none"> • Where can stories take place? • What are characters like in stories? • What kind of problems or goals can characters have? 	

Informative/Explanatory Writing: All About		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Informative/Explanatory writing informs the reader and explains facts and information. • Writing is a process that uses pictures and print to convey a clear message. 	Essential Questions: <ul style="list-style-type: none"> • How do writers draw upon their own experiences in order to support their topic? • How can I share what I know or have learned through writing? • How do informative/explanatory text features help a reader? 	

Informative/Explanatory Writing: Compare/Contrast		Timeline: 5 weeks
Enduring Understandings: <ul style="list-style-type: none"> • Informative/Explanatory writing informs the reader and explains facts and information. • Writing is a process that uses pictures and print to convey a clear message. 	Essential Questions: <ul style="list-style-type: none"> • How do informative/explanatory text features help a reader? • How can I teach a reader about likenesses and differences in writing? • What do good writers do when they write to teach? • How can I share what I know or have learned through writing? 	

Opinion Writing: Favorites

Unit Timeline: 8 weeks

Enduring Understandings:

- The way we think or feel about a topic, location, or experience shapes our opinion about it.
- Writers share their opinions and use evidence to support them.

Essential Questions:

- How do writers formulate opinions about books?
- How do writers draw and write to express an opinion?