



## English Language Arts Curriculum

### Children's House - Kindergarten

#### 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

#### Expectations for Students

CC.1.1.K.A – Utilize book handling skills.

CC.1.1.K.B – Demonstrate understanding of the organization and basic features of print.

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize the sound and name of all lower and upper case letters of the alphabet.

CC.1.1.K.C – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onset and rhymes of single-syllable spoken words.
- Isolate and pronounce the beginning, ending, and the middle vowel sound in three-phoneme (CVC) words.

CC.1.1.K.D – Know and apply grade level phonics and word analysis skills in decoding words

- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the short and long sounds with common spellings for the five major vowels.
- Read grade level high-frequency sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E. – Read emergent-reader text with purpose and understanding.

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

### Expectations for Students

CC.1.2.K.A – With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B – With prompting and support, answer questions about key details in a text.

CC.1.2.K.C – With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

CC.1.2.K.E – Identify parts of a book (title, author) and parts of a text (beginning, end, details).

CC.1.2.K.F – With prompting and support, ask and answer questions about unknown words in a text.

CC.1.2.K.G – Answer questions to describe the relationship between illustrations and the text in which they appear.

CC.1.2.K.H – With prompting and support, identify the reasons an author gives to support points in a text.

CC.1.2.K.I – With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

CC.1.2.K.J – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CC.1.2.K.K – Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

CC.1.2.K.L – Actively engage in group reading activities with purpose and understanding.

## 1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

### **Expectations for Students**

CC.1.3.K.A – With prompting and support, retell familiar stories including key details.

CC.1.3.K.B – Answer questions about key details in a text.

CC.1.3.K.C – With prompting and support, identify characters, settings, and major events in a story.

CC.1.3.K.D – Name the author and illustrator of a story and define the role of each in telling the story.

CC.1.3.K.E – Recognize common types of text.

CC.1.3.K.F – Ask and answer questions about unknown words in a text.

CC.1.3.K.G – Make connections between the illustrations and the text in a story (read or read aloud).

CC.1.3.K.H – Compare and contrast the adventures and experiences of characters in familiar stories.

CC.1.3.K.I – Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

CC.1.3.K.J – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CC.1.3.K.K – Actively engage in group reading activities with purposes and understanding.

## **1.4 Writing**

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective.

### Expectations for Students

CC.1.4.K.A – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

CC.1.4.K.B – Use a combination of drawing, dictating, and writing to focus on one specific topic.

CC.1.4.K.C – With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

CC.1.4.K.D – Make logical connections between drawing and dictation/writing.

CC.1.4.K.E. – With prompting and support, illustrate using details and dictate/write using descriptive words.

CC.1.4.K.F – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize the first word in a sentence, the pronoun I and proper nouns.
- Recognize and use end punctuation.
- Spell simple words phonetically.

CC.1.4.K.G – Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.K.H – Form an opinion by choosing between two given topics.

CC.1.4.K.I – Support the opinion with reasons.

CC.1.4.K.M – Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

CC.1.4.K.N – Establish “who” and “what” the narrative will be about.

CC.1.4.K.O – Describe experiences and events.

CC.1.4.K.P – Recount 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.

CC.1.4.K.T – With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC.1.4.K.V – Participate in individual or share research projects on a topic of interest.

CC.1.4.K.W – With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.K.X - Write routinely over short time frames.

### **1.5 Speaking and Listening**

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

#### Expectations for Students

CC.1.5.K.A – Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.K.B – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5.K.C – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CC.1.5.K.D – Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.

CC.1.5.K.E – Speak audibly and express thoughts, feelings, and ideas clearly.

CC.1.5.K.G – Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

### Activities and Experiences

Class discussions  
Individual guided reading  
Journaling  
Individual teacher lessons  
Working independently with Montessori based hands on material  
Research  
Sharing opportunities  
Student writing  
Paper and pencil activities  
Self selected reading opportunities  
Read to students daily

### Materials and Resources

Nomenclature cards  
Visual presentation cards  
Object boxes  
Sandpaper letters  
Moveable alphabet with objects, pictures, and phrases  
Lined mats for moveable alphabet writing

Puzzle/Sight words  
Mac and Tab readers  
Phonogram boxes  
Sand tray, chalkboard, white board  
Metal insets  
Blank paper, tracing paper, lined paper, and journals  
Handwriting books  
Fiction and nonfiction books  
Dictionary

### Assessments

Observations  
Montessori lessons checklist  
Fountas and Pinnell benchmark reading assessment