

## ELA Model Curriculum- Kindergarten

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: <http://www.state.nj.us/education/modelcurriculum>

For more information on the Common Core State Standards please visit: <http://www.corestandards.org/ELA-Literacy/>

### **Treasures Series Online Resources:**

<http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form>

[http://activities.macmillanmh.com/reading/treasures/html/main\\_student.html](http://activities.macmillanmh.com/reading/treasures/html/main_student.html)

[http://www.mhschool.com/reading/treasure\\_workbooks/national.html](http://www.mhschool.com/reading/treasure_workbooks/national.html)

**RAZ Kids: (check with your child's teacher for login)** <http://www.raz-kids.com/main/Login>

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Unit 1		Months: September/October
Standard number	Student Learning Goal	
RL.K.1; RI.K.1	With prompting and support, answer questions about key details in a text.	
RL.K.2	With prompting and support, retell stories, including key details.	
RI.K.2	With prompting and support, identify the main topic in an informational text.	
RL.K.3	With prompting and support, name main characters and setting of a story.	
RI.K.5	Point to the front, back cover and title page of a book.	
RI.K.10 ; RL.K.10; SL.K.2	Listen and respond to questions about literature and informational text.	
RF.K.2.a	Recognize and produce two rhyming words.	
RF.K.2b	Count syllables in spoken one and two-syllable words.	
W.K.1	Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.	
SL.K.1.a,b;SL.K.2	Engage in two strand conversations following agreed upon rules for discussion of kindergarten topics and texts, asking questions and taking turns.	
SL.K.4	Name and describe familiar people, places or things and, with prompting and support, provide additional details.	
L.K.1.b; L.K.1.e	Express ideas in shared language activities, including frequently occurring nouns (e.g., house), verbs (e.g., run) and prepositions (e.g., to).	
L.K.1.d	Use question words, (e.g., who, what and where) in meaningful context when speaking.	
L.K.5.c	With guidance and support, identify real-life connections between words and their varied meanings (e.g., note places at school that are colorful).	
L.K.6	Use words and phrases acquired through conversations.	

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Unit 2:		November/December
Standard number	Student Learning Goal	
RL.K.1; RI.K.1	With prompting and support ask questions about key details in literature and informational text.	
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	
RL.K.7; RI.K.7	With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).	
RF.K.1.a	Follow words in the text from left to right.	
RF.K.1.b	Demonstrate understanding that print represents the spoken language.	
RF.K.1.c	Recognize that words are separated by spaces in print.	
RF.K.3.a	Produce 10 of the 21 primary letter sounds of the consonants.	
W.K.2	Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.	
W.K.3	Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.	
SL.K.1.a,b	Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.	
SL.K.2	Confirm understanding by asking and answering questions about key details presented.	
SL.K.3	Ask and answer questions in order to seek help or clarify concepts.	
SL.K.4	Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	
SL.K.5	Add drawings to descriptions to provide additional detail.	
SL.K.6	Express thoughts, feelings and ideas to others clearly.	
L.K.1.b,c,e	Express ideas in shared language activities using frequently occurring nouns (e.g., ball), plural nouns (e.g., balls, wishes), verbs (e.g., play) and prepositions (e.g., in).	
L.K.5.a	Sort common objects into categories (e.g., colors), with guidance and support.	
L.K.5.d	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	
L.K.6	Use words and phrases acquired through reading, including read alouds.	

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Unit 3:		January/February
Standard number	Student Learning Goal	
RL.K.2	With prompting and support, retell a familiar story including key details (main characters and setting).	
RI.K.2	With prompting and support, state key details of an informational text.	
RL.K.3	With prompting and support, identify the major events in a story.	
RL.K.6; RI.K.6	With prompting and support, name the author and illustrator and define their roles.	
RL.K.7; RI.K.7	With prompting and support, describe the connection between the illustration and story/text (e.g., what moment in the story or idea in the text the illustration depicts).	
RI.K.10; RL.K.10	Listen and respond with purpose and understanding to literature and informational text in group reading activities.	
RF.K.1.a	Follow words in print left to right and top to bottom.	
RF.K.2.a	Produce three simple rhyming words.	
RF.K.1.b,c	Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.	
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.3.a	Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 21 primary letter sounds of the consonants.	
RF.K.3.c	Read high-frequency sight words (e.g., all, no).	
W.K.1	Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.	
W.K.2	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.	
W.K.6	With guidance and support, produce and publish a short narrative using digital tools.	
W.K.7	Participate in group writing activity, including shared research (e.g., compare stories written by one author and state an opinion about them).	
SL.K.1.a,b; SL.K.2; SL.K.3	Engage in five strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.	
SL.K.4	Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.	
SL.K.5	Create an illustration to add details to a description.	
L.K.1.a	Print 15 upper and lower case letters.	
L.K.1.b,c,e	Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. dog, dogs).	
L.K.1.d	Use question words, (e.g., who, what, when, why and how) in meaningful context when speaking.	
L.K.5.a	With guidance and support, sort words into basic categories (e.g., colors, shapes).	

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L.K.5.c	With guidance and support, identify real-life connections between words and their use.
L.K.6	Use vocabulary acquired through responding to texts.

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Unit 4:		March/April
Standard number	Student Learning Goal	
RL.K.4	Ask and answer questions to learn about unfamiliar words in literature texts.	
RI.K.4	With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts.	
RI.K.8	With prompting and support, state reasons an author gives to support points in a text.	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing pictures clues or other story props.	
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.	
RF.K.4	Read emergent reader texts with purpose and understanding.	
W.K.5	With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question	
LK 1.f	Produce and expand complete sentences in shared language activities.	
L.K.4.a	Identify new meanings for familiar words (e.g., knowing <i>fly</i> is a bug and learning <i>flies</i> is something an airplane does) and apply them accurately.	
L.K.5.b	With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).	

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Unit 5:	May/June
Standard number	Student Learning Goal
RL.K.2	With prompting and support, retell a familiar story including key details.
RL.K.6; RI.K.6	With prompting and support, name the illustrator and define their roles.
RL.K.9	With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.
RL.K.10; RI.K.10	Listen and respond to questions about literature and informational text in group reading activities.
RI.K.3	With prompting and support, describe the relationship 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 informational texts.
RI.K.8	With prompting and support, state reasons an author gives to support points in an informational text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RF.K.1.d	Recognize and name all the upper and lowercase letters of the alphabet.
RF.K.2.d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).
RF.K.3.a	Produce the primary or most frequent sound for each consonant.
RF.K.3.b	With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
RF.K.3.d	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).
RF.K.4	Read emergent-reader texts with purpose and understanding.
W.K.1	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.
W.K.3; L.K.2.d	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.
W.K.5	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).
W.K.6	With guidance and support, produce and publish a piece using digital tools with peers.
W.K.7; W.K.8	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research

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	activities (e.g., compare and contrast two mammals and state an opinion on them).
SL.K.3	Ask and answer questions in order to seek help or clarify concepts.
SL.K.6	Express thoughts, feelings and ideas to other clearly.
L.K.2.a	Capitalize the first word in a sentence and pronoun <i>I</i> .
L.K.2.b	Recognize and name end punctuation (e.g., period, question mark).
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.