

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Kindergarten	
Unit 1:	All About Me	Month:	September
Unit 2:	Families	Month:	October
Unit 3:	Friends At School	Month:	November
Unit 4:	On The Farm	Month:	December
Unit 5:	Whatever The Weather	Month:	January
Unit 6:	Let's Play	Month:	February
Unit 7:	In The Neighborhood	Month:	March
Unit 8:	Jobs People Do	Month:	April
Unit 9:	Animals All Around	Month:	May
Unit 10:	In The Go	Month:	June
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: All About Me		Unit #: #1		
Course or Grade Level: LAL – Grade K		Length of Time: SEPTEMBER		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	9-10	Establish Classroom Routines		
	9-17/ Lesson 1	Make Predictions /Schema	Fiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 5 and pg. 109
	9-24/Lesson 2	Make Predictions/Schema	Fiction	<i>Primary Comprehension Toolkit - Activate and Connect</i> by Stephanie Harvey and Anne Goudvis
Essential Questions	<ul style="list-style-type: none"> • How can I learn to make predictions? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Predictions/ Schema <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Words in a sentence • Syllable segmentation and deletion • Syllable blending <p>Phonics/Word Study</p> <ul style="list-style-type: none"> • Letter sound relationship (5 letters) Storytown: m, s, r, t, & l, h • Sight word recognition (3 words) Story town: I, a, am <p>➤ <i>Use of songs to teach concepts of print and language skills</i></p> <ul style="list-style-type: none"> ○ Different songs for every month i.e., <i>Five Little Monkeys</i> ○ Same songs every day for a month ○ Songs are printed out on paper and students think they can “read” it. ○ Song pages go into a song book and are copied on charts. Use these to teach sight words and “ing” (Look at the ‘ing’ in teasing.) ○ Alphabet Song from Dr. Jean for letter names and sounds <p>Writing:</p> <p>Explicit Instruction to Lay Foundational Writing Skills and Teaching Concepts of Print through Kid Writing</p> <p>➤ <i>Use of songs to teach concepts of print and language skills</i></p> <ul style="list-style-type: none"> ○ Different songs for every month i.e., <i>Five Little Monkeys</i> ○ Same songs every day for a month ○ Songs are printed out on paper and students think they can “read” it. ○ Song pages go into a song book and are copied on charts. Use these to teach sight words and “ing” (Look at the ‘ing’ in teasing.) ○ Alphabet Song from Dr. Jean for letter names and sounds <p>➤ <i>Establish word wall as a tool for writing:</i></p> <ul style="list-style-type: none"> ○ Introduce 3 works a week- using little white boards. Every student participating ○ Start with blank word wall. Pale background with solid black trim. 			

	<ul style="list-style-type: none"> ○ 1st day – Put up uppercase letters (Red) ○ 2nd day – Put up lower case letters (Black); No pictures yet. ○ Then add 3 names a day <ul style="list-style-type: none"> ● Capital letter is red and lowercase are black. ○ Letter ID Game <ul style="list-style-type: none"> ● Teacher writes a letter on a mini-white board and says, “If this is the first letter in your name, stand up.” ● Teaches idea of <i>first letter</i> and <i>begins with</i> ○ While writing words for the wall, talking about <i>letters</i> and <i>words</i> and where I go onto word wall. “This is the letter A. I’m putting letters together to make the word...” ○ After names, add first three high frequency words <i>I, am,</i> and <i>play</i>. <ul style="list-style-type: none"> ● This also segues into PREDICTABLE SENTENCES. Write the sentence <i>I am playing...I am playing ball...I am playing hickey</i>. And other predictable sentences with <i>I am playing</i>. ● The first predictable sentence is <i>My name is...</i> which is taught when the names for being added to the word wall. ● Then go to <i>I am playing...</i> <p>➤ <i>Predictable Sentences:</i></p> <ul style="list-style-type: none"> ○ Key concepts taught through predictable sentences in September: Directionality, “Meatball spacing; Period. <p>➤ <i>Writing Focus Lesson/Independent Activities/Small Group Instruction</i></p> <ul style="list-style-type: none"> ○ First three days – Collection of writing samples as per procedure ○ Day four and beyond – Students use a monthly writing book (25 pieces of white paper between oak tag and bound with binding machine. Students write each day. Repeat mental process of imagining something that the student did. Draw the picture on the left side of the booklet. ○ Teacher works with 3 students at a time at a small table. Using explicit language: “Tell me your story (the one they’ve illustrated) Follow procedures for explicit instruction for this guided writing practice. ○ Do not ask any child to ‘sound out’ a word in September or October unless they demonstrate to you strong letter-sound knowledge. <p>➤ <i>Teacher Models the Writing Process</i> – See procedure</p> <p>➤ <i>Two Praises and a Push</i> – Each day select the writing of three different students. Show and read to the class what one student wrote. On a wipe-off board, follow procedure for helping student to have an idea about what to try next.</p>
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<p>Skills</p>	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> ● Use knowledge of language structure to anticipate the text ● Makes simple predictions based on visual cues and knowledge of character ● Predict the ending of a story based on reading the beginning and middle ● Make predictions based on personal experiences and knowledge <p>Phonemic awareness</p> <ul style="list-style-type: none"> ● Count the number of the words in a sentence ● Listen to syllables and blend them together to say the word; i.e. ta-ble ● Determine how many syllables are in a word by clapping it out <p>Phonics/Word Study (5 letters)</p> <ul style="list-style-type: none"> ● Identify and recognize the taught letters ● Produce the phoneme of the taught letters ● Say a word and predict its first letter before locating it ● Recognize sight words quickly in context and isolation
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	<p>Writing</p> <ul style="list-style-type: none"> • Close their eyes and visualize event • Draw the picture that they made in their mind • Attempt to write words about the picture • Use spaces between words • Use left-to-right directionality of print
• Assessments	• Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small group instruction • Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> • reading and writing • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Kid Writing by Feldgus and Cardonick • Storytown • Pictures books
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RF.K .1 (a, b, c, d), RF. K.2 (b, c), RF.K.3 (a, c)
	L.K.1 (a, b,), L.K.2 (a, b, c)
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Families **Unit #: 2**

Course or Grade Level: Kindergarten - LAL **Length of Time: October**

Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	10-1 & 10-9 / Lesson 3	Make Predictions / Characters	Fiction	<i>Reading with Meaning</i> by Debbie Miller pg. 109
	10-15/ Lesson 4	Text –to-Text, Text-to-Self Connections	Nonfiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 5; <i>Primary Comprehension Toolkit - Activate and Connect</i> by Stephanie Harvey and Anne Goudvis
	10-22/ Lesson 5	Text –to-Text, Text-to-Self Connections	Nonfiction	Read Nonfiction Books about Bats and Other Subjects
	10-29/ Lesson 6	Text –to-Text, Text-to-Self Connections	Fiction	Make Connections between <i>Stellaluna</i> by Janelle Cannon and Nonfiction Books about Bats

Essential Questions • How can I learn to make predictions?

Content

Comprehension Strategy

- Predictions/ Schema
- Make Connections

Phonemic awareness

- Words in a sentence
- Syllable segmentation and deletion
- Syllable blending
- Rhyming words

Phonics/Word Study

- Letter sound relationship (6 letters)
Storytown: n, p, c, a, **add another (w, x, e, v)**
- Sight word recognition
Storytown: the, my, go , **can, play, at**

Writing
Cont. Kid Writing

Skills

Comprehension Strategy

- Talk about own experiences in relation to the text
- Make connections between texts on the same topic or with the same topic content
- Identify recurring characters or settings when applicable

Phonemic awareness

- Determine how many syllables are in a word by clapping it out
- Recognize rhyming words
- Produce rhyming words
- Use auditory discrimination to recognize that two words begin with the same sound (alliteration)

	Phonics/Word Study (5 letters) <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Recognize sight words quickly in context and isolation
Assessments	• Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	• Small group instruction • Individual conferencing
Inter-disciplinary Connections	• TBD
Lesson resources / Activities	• Units of study by Beth Asbury • Storytown • Picture books
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RF.K.2 (a, b), RF.K.3 (a, c),
	LK.2 (a, b, c, d)
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
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Pine Hill Public Schools
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Unit Title: Friends at School		Unit #: 3		
Course or Grade Level: Kindergarten - LAL		Length of Time: NOVEMBER		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	11-5 & 11-12 / Lesson 7	Beginning, Middle, End	Fiction	Use various read alouds to help children predict the ending of the story based on the beginning and middle.
	11-19 & 11-26/ Lesson 8	Beginning, Middle, End	Fiction	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to know the beginning, middle and end of a story? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Beginning, Middle, End <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Rhyming words recognition and production • Onset/rime blending <p>Phonics/ Letter sound relationship (6 letters)</p> <p>Storytown: d, add another (j)</p> <p>Word Study/ building</p> <ul style="list-style-type: none"> • Sight word recognition Storytown: to, like, in, it • Phonograms- am, at, ap, an <p>Writing</p> <p>Launching the Writing Workshop / “Write” from the Start</p>			
Skills	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Follow the events of a plot and remember them after reading (Interactive Read – Aloud) • Recognize and identify the beginning and ending of the story <p>Phonemic awareness</p> <ul style="list-style-type: none"> • hear, say, generate rhyming words • blend two or three phonemes in words <p>Phonics/ Letter sound relationship</p> <ul style="list-style-type: none"> • Recognize and produce the names of the taught letters <p>Word Study/ building</p> <ul style="list-style-type: none"> • read in context and in isolation high - frequency • recognize and use phonograms <p>Writing:</p> <ul style="list-style-type: none"> • choose a topic, draw a picture and then write a tiny bit about it • keep working by adding more to their picture, by adding more to their words, or by starting a new piece of writing • use supplies to support independence, take care of the tools they need for the writing workshop—cans of pencils, boxes of markers, the date stamp, and their writing folders • draw the best they can and keep going • stretch and write words, separate out the many sounds they hear in words and write down the letters that correspond to those sounds • stretch and write words: Initial Sounds • spell the best we can ... and move on 			

	<ul style="list-style-type: none"> • using writing tools: The Alphabet Chart: • Use a folder to organize pieces • decide when a piece is finished • basic editing & publishing strategies • Sharing with the world/Celebrating with an “Animal Zoo”
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small group instruction • Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Launching the Writing Workshop</i> Units of Study for Primary Writing by Lucy Calkins • Units of study by Beth Asbury • Story Town • Picture books
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.2, RL.K.7
	RF.K.2 (a, c, d), RF.K.3 (a, c)
	L.K.2 (a, b, c, d)
	SL.K. 4, SL.K. 5
	W.K.3
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
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Unit Title: On The Farm		Unit #: 4		
Course or Grade Level: Kindergarten - LAL		Length of Time: DECEMBER		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	12-3 / Lesson 9	Compare/Contrast Texts	Fiction	
	12-10 & 12-17/Lesson 10	Text-to Text Connections	Fiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 5
Essential Questions	<ul style="list-style-type: none"> • What do I compare and contrast different versions of the same story? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Text to Text connections, • compare and contrast texts (reading different versions of the same story) <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Review word segmentation/syllable blending and segmentation • Rhyming words • Alliteration <p>Phonics/Word Study</p> <ul style="list-style-type: none"> • Letter sound relationship (6 letters) Storytown: l, g, f, y, z • Sight word recognition Storytown: he, come, is, in <p>Writing Cont. Launching the Writing Workshop“ Write” from the Start</p>			
Skills	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make connections between new texts and those heard before • Compare different versions of the same story, rhyme, or traditional tale <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Determine how many syllables are in a word by clapping it out • Recognize rhyming words • Produce rhyming words • Use auditory discrimination to recognize that two words begin with the same sound (alliteration) <p>Phonics/Word Study (5 letters)</p> <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Read in context and isolation sight words 			
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples 			

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small group instruction • Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Launching the Writing Workshop</i> Units of Study for Primary Writing by Lucy Calkins • Units of study by Beth Asbury “<i>Write from the Start</i>” • Storytown
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.9
	RF.K.3 (a, c), RF.K.2 (a, b, c)
	RI.K.4, RI. K.9
	L.K.2 (a, b, c, d)
	SL.K. 4, SL.K. 5
	W.K.3
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Pine Hill Public Schools
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Unit Title: Whatever the Weather		Unit #: 5		
Course or Grade Level: Kindergarten - LAL		Length of Time: JANUARY		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	1-2 & 1-7 / Lesson 11	Story Elements	Fantasy	Read Aloud <i>The Ugly Duckling</i> by H.C. Andersen
	1-14 / Lesson 12	Story Elements	Fiction	
	1-22 / Lesson 13	Compare/Contrast Texts on Same Topic	Nonfiction	
	1-28 / Lesson 14	Compare/ Contrast Texts on Same Topic	Nonfiction	
Essential Questions	What do all stories have in common? How do I go back into a text to get details?			
Content	Comprehension Strategy <ul style="list-style-type: none"> • Story elements • Phonemic awareness <ul style="list-style-type: none"> • Phoneme isolation: All positions • Phonemic Identity: initial • Phonemic Categorization: Initial Phonics Letter sound relationship (6 letters) Storytown: b, k add another (o, u, q) <ul style="list-style-type: none"> • Short vowel /o/o Word Study <ul style="list-style-type: none"> • Sight word recognition Storytown: here, this, me, for, where, do • Phonograms -in, -ig Writing Personal Narrative (Small Moments)			
Skills	Comprehension Strategy <ul style="list-style-type: none"> • Follow the events of a plot and remember them after reading • Talk about characters, problems, and events in a story • Bring background knowledge to understand characters and their problems Phonemic awareness <ul style="list-style-type: none"> • Hear and say beginning phonemes in words Phonics Letter sound relationship (6 letters) <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Read in context and isolation sight words • recognize and use phonograms Writing: <ul style="list-style-type: none"> • understand a Small Moment Story, write small moments stories and stretch the action across several pages 			

	<ul style="list-style-type: none"> stretch one small moment, plan their own writing in the presence of partners by touching each page and saying what they'll write stretch and write words plan detailed stories by saying those stories aloud before writing them storytelling with partners: practice telling stories across their fingers to their partners write close-in story endings, write effective story endings, revise and edit with partners celebration
Assessments	<ul style="list-style-type: none"> Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> Small group instruction Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> TBD
Lesson resources / Activities	<ul style="list-style-type: none"> <i>Small Moments: Personal Narrative</i> Units of Study for primary Writing by Lucy Calkins
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.2, RL.K.3,
	RF.K.2 (b, c, d), RF.K.3 (a, c)
	L.K.2 (a, b, c, d)
	SL.K. 4, SL.K. 5
	W.K.3
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Career and College Readiness Anchor Standards:	

Pine Hill Public Schools Language Arts Literacy Curriculum				
Unit Title: Let's Play				Unit #: 6
Course or Grade Level: Kindergarten - LAL			Length of Time: FEBRUARY	
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	2-4 / Lesson 15	Topic and Key Details	Nonfiction	
	2-11 & 2-19 / Lesson 16	Mental Images	Fiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 6
	2-25 / Lesson 17	Mental Images	Realistic Fiction	Read Aloud <i>Owl Moon</i> by Jane Yolen
Essential Questions	<ul style="list-style-type: none"> • What is mental image? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Mental Images <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Phonemic Identity: final and medial • Phonemic Categorization: final <p>Phonics/ Letter sound relationship</p> <p>Word Study</p> <ul style="list-style-type: none"> • Sight word recognition Storytown: you, look, one, see, what, two • Phonograms –ot, -ot <p>Writing</p> <p>Cont. Personal Narrative (Small Moments)</p>			
Skills	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Create images in their mind from the meaning of the text and their prior knowledge • Draw a picture of that image • Talk about the picture <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Hear and say middle and ending phonemes in words <p>Phonics Letter sound relationship (6 letters)</p> <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Read in context and isolation sight words • recognize and use phonograms 			
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples 			
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small group instruction • Individual conferencing 			

Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Small Moments: Personal Narrative</i> Units of Study for Primary Writing by Lucy Calkins • <i>Units of Study</i> Beth Asbury
Common Core State Standards	
Grade:	
Strand:	
Category:	RL.K.2, RL.K.7
	RF.K.3 (a, c), RF.K.2 (d)
	RI.K.2
	L.K.2 (a, b, c, d)
	SL.K. 4, SL.K. 5
	W.K.3
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

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Unit Title: In the Neighborhood		Unit #: 7		
Course or Grade Level: Kindergarten - LAL		Length of Time: MARCH		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	3-4 / Lesson 18	Distinguish Between Realistic and Fantasy Fiction	Fiction	
	3-11 / Lesson 19	Distinguish Between Realistic and Fantasy Fiction	Fiction	
	3-18 & 3-25 / Lesson 20	Distinguish Between Realistic and Fantasy Fiction	Fiction	
Essential Questions	<ul style="list-style-type: none"> • What is the difference between reality and fantasy? • What is the main idea of a story? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Reality/fantasy • Main idea <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Review Phonemic Identity and isolation • Phonemic Categorization: medial • Phonemic Blending <p>Phonics Letter sound</p> <ul style="list-style-type: none"> • Short Vowel /e/e <p>Word Study</p> <ul style="list-style-type: none"> • Sight word recognition Storytown: up, down, we want, no, said • Phonograms –at, an, am <p>Writing</p> <p>Informational Writing: “All About”</p>			
Skills	<p>Comprehension</p> <ul style="list-style-type: none"> • Distinguish between reality and fantasy • Identify one aspect (event) that make the story real • Identify one aspect (event) that make the story fantasy • Identify the topic of the story (main idea) <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Hear and say middle and ending phonemes in words • Blend two or three phonemes in words <p>Phonics Letter sound relationship (6 letters)</p> <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Read in context and isolation sight words • recognize and use phonograms • identify and produce the sound of vowels <p>Writing</p> <ul style="list-style-type: none"> • Immersion: read All -About books notice the non-fiction features • study the whole text of The Pumpkin Book to glimpse the overall structure of informational 			

	(or "All-About") writing <ul style="list-style-type: none"> dictate or write "all about" books on topics of their choice
Assessments	<ul style="list-style-type: none"> Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> Small group instruction Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> TBD
Lesson resources / Activities	<ul style="list-style-type: none"> <i>Informational/ All About and How To</i> Units of Study for Primary Writing by Lucy Calkins <i>Units of Study</i> Beth Asbury
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.7
	RF.K.2 (a, b, d), RF.K.3 (a, c)
	RI.K.2
	L.K.2 (a, b, c, d), L.K. 5 (a, b)
	SL.K. 4, SL.K. 5
	W.K.2, W.K.8
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
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Unit Title: Jobs People Do			Unit #: 8	
Course or Grade Level: Kindergarten - LAL			Length of Time: APRIL	
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	4-8 / Lesson 21	Main Idea and Details	Fiction	Read aloud <i>Miss Rumphius</i> by Barbara Cooney
	4-15 / Lesson 22	Topic and Key Details	Nonfiction	
	4-22 / Lesson 23	Main Idea and Details	Fiction	Read Aloud <i>The Great Kapok Tree</i> by Lynne Cherry
	4-29 / Lesson 24	Main Idea and Details	Fiction	
Essential Questions	<ul style="list-style-type: none"> • How are details and main idea are important for understanding? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Main idea • Details <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Segmentation, isolation, identity, categorization, blending (review) • Phoneme deletion <p>Phonics/ Letter sound relationship</p> <ul style="list-style-type: none"> • Short vowel /u/u <p>Word Study</p> <ul style="list-style-type: none"> • Sight word recognition Storytown: out, who, are, they, she, good • Phonograms –et,-eg, un, ut <p>Writing</p> <p>Personal Narrative/ Convention/ Writing for Readers</p>			
Skills	<p>Comprehension</p> <ul style="list-style-type: none"> • Identify the topic of the story • Talk about interesting information in a text • Pick up important information and remember it to use in discussion • Draw a picture of interesting fact <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Segment and blend two or three phonemes • Manipulate phonemes <p>Phonics/ Letter sound relationship (6 letters)</p> <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters • Say a word and predict its first letter before locating it • Read in context and isolation sight words • recognize and use phonograms • identify and produce the sound of vowels <p>Writing</p> <ul style="list-style-type: none"> • examine readable and unreadable writing, student will look back on his/her own work and 			

	<ul style="list-style-type: none"> divide his/her writing into piles of more- and less-readable writing, noting the qualities of each write with sight words stretch and writing words: hear and record more sounds in the words they write use personal word walls space words by leaving a finger-sized blank space when they hear no more sounds in a word generate ideas by rereading small moments stories, or making up stories write for partners: remember they are writing for a friend who will try to read their work choose a story to publish revise with partners, reread each other's writing to find and fill in missing words edit and publish
Assessments	<ul style="list-style-type: none"> Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> Small group instruction Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> TBD
Lesson resources / Activities	<ul style="list-style-type: none"> <i>Writing for Readers: Teaching Skills and Strategies</i> , Units of Study for Primary by Lucy Calkins <i>Units of Study</i> Beth Asbury

Common Core State Standards

Grade: Kindergarten LAL

Strand:

Category:

RF.K.3 (a, c), RF.K.2 (e)

RI.K.2 I (a, b, c)

L. K.1, L.K.2 (a, b, c, d)

SL.K. 4, SL.K. 5

W.K.3

*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Animals all around		Unit #: 9		
Course or Grade Level: Kindergarten - LAL		Length of Time: MAY		
Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	5-6 / Lesson 25	Inferring	Nonfiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 8 / <i>Primary Comprehension Toolkit – Inferring and Visualizing</i> by Stephanie Harvey and Anne Goudvis
	5-13 / Lesson 26	Inferring	Fiction/Folktale	
	5-20 / Lesson 27	Ask/Answer Questions about Details & Inferring	Nonfiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 9 / <i>Primary Comprehension Toolkit – Asking Questions</i> by Stephanie Harvey and Anne Goudvis
	5-28 / Lesson 28	Inferring	Fiction/Folktale	
Essential Questions	<ul style="list-style-type: none"> • What does it mean to infer? 			
Content	<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Inferring/ Draw conclusions <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Words in a sentence • Syllable Blending, segmentation and deletion • Phoneme Substitution <p>Phonics/ Letter sound relationship</p> <ul style="list-style-type: none"> • Short Vowel /u/u <p>Word Study</p> <ul style="list-style-type: none"> • Sight word recognition Storytown: and, there, give, little, that have • Phonograms –ug, - up <p>Writing</p> <p>Cont. Personal Narrative/ Convention/ Writing for Readers</p>			
Skills	<p>Comprehension</p> <ul style="list-style-type: none"> • Talk about characters’ feeling • Talk about the pictures, revealing interpretation of a problem or of characters’ feelings <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Segment and blend two or three phonemes • Manipulate phonemes • Understand that words can have one, two or more syllables, • Understand that you can hear syllables and demonstrate by clapping <p>Phonics/ Letter sound relationship</p> <ul style="list-style-type: none"> • Identify and recognize the taught letters • Produce the phoneme of the taught letters 			

	<ul style="list-style-type: none"> • Say a word and predict its first letter before locating it • Read in context and isolation sight words • recognize and use phonograms • recognize and produce the sound of vowels
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Small group instruction • Individual conferencing
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Writing for Readers: Teaching Skills and Strategies</i> , Units of Study for Primary by Lucy Calkins • <i>Units of Study</i> Beth Asbury
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.3, RL.K.7, RL.K.9,
	RF.K.3 (a, b, c, d), RF.K.2 (d, e)
	L.K.1, L.K.2 (a, b, c, d)
	SL.K. 4, SL.K. 5
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: In the Go **Unit #: 10**

Course or Grade Level: Kindergarten - LAL **Length of Time: JUNE**

Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	6-3 / Lesson 29	Make Predictions	Fantasy Fiction	Read Aloud <i>If You Give a Mouse a Cookie</i> by Laura Numeroff

Essential Questions

- How can I learn to make predictions?

Content
Comprehension
 Make Predictions
Phonemic Awareness

- Words in a sentence
- Syllable Blending, segmentation and deletion

Writing
 Cont. Personal Narrative/ Convention/
 Writing for Readers

Skills
 Comprehension

- Talk about own experiences in relation to the text
- Make connections between texts on the same topic or with the same topic content
- Identify recurring characters or settings when applicable

 Phonemic Awareness

- Segment and blend two or three phonemes
- Manipulate phonemes
- Understand that words can have one, two or more syllables,
- Understand that you can hear syllables and demonstrate by clapping

 Phonics/ Letter sound relationship

- Identify and recognize the taught letters
- Produce the phoneme of the taught letters
- Say a word and predict its first letter before locating it
- Read in context and isolation sight words
- recognize and use phonograms
- recognize and produce the sound of vowels

Writing
 Cont. Personal Narrative/ Convention/
 Writing for Readers

Assessments

- Tests, Benchmark Test, Theme Test, Writing Samples

Interventions / differentiated instruction

- Small group instruction
- Individual conferencing

Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Writing for Readers: Teaching Skills and Strategies</i> , Units of Study for Primary by Lucy Calkins
Common Core State Standards	
Grade: Kindergarten LAL	
Strand:	
Category:	RL.K.2,
	RF.K.3 (a, b, c, d)
	SL.K.4, SL.K.5
	W.K.3
	*Please refer to the list of on-going CCSS which are addressed on a daily, weekly or monthly basis
Career and College Readiness Anchor Standards:	

Pine Hill Schools District
Kindergarten Monitoring Common Core State Standards

Below please find a list of on-going CCSS, which are addressed on a daily, weekly or monthly basis

Reading Literature:

Key Ideas and Details

- a. RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Craft and Structure

- 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.

Range of Reading and Level of Text Complexity

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

Reading Informational

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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).

Range of Reading and Level of Text Complexity

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

Foundational Skills

Print Concepts

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable-spoken words.

- d. Isolate and pronounce 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/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Conventions of Standard English

- L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
- L.K.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - 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.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking & Listening

Comprehension and Collaboration

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- 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. Presentation of Knowledge and Ideas
- SL.K.4. Describe familiar peoples places, things, and events and, with prompting and support, provides additional detail.
- 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.

Writing

- W.K.1 use a combination of drawing, dictating, and writing to compose opinion piece 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...*)

Pine Hill Schools District
Kindergarten Monitoring Common Core State Standards

Below please find the CCSS reference sheet to assist you with monitoring the implementation of *some* of the standards. Please place a check mark and date when a CCSS is implemented. The goal is to address and document the standards at least 6 times per year.

Common Core State Standards	Date (week of...)	Date (week of...)	Date (week of...)	Date (week of...)	Date (week of...)	Date (week of...)
R.L. K.2 (b) With prompting and support, retell familiar stories, including key details.						
R.L.K.4 (a) Ask and answer questions about unknown words in a text.						
R.L. K. 9 (c) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						
R.I.K.8 (b) With prompting and support, identify the reasons an author gives to support points in a text.						
L. K. 4 (a) identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>)						
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 clues to the meaning of an unknown word.						

<p>L.K. 5 (d) Distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, and prance</i>) by acting out the meanings.</p>						
<p>W.K.1 use a combination of drawing, dictating, and writing to compose opinion piece 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 (<i>e.g., my favorite book is...</i>)</p>						
<p>W. K. 7 participate in shared research and writing projects (<i>e.g., explore a number of books by a favorite author and express opinions about them</i>)</p>						

Pine Hill School District
Kindergarten High-Frequency Words

Following are:

- Thirty required High-Frequency words for which the students will be assessed in mid year (15 words) and the end of the year (all 30 words).
- Ten recommended High-Frequency words for writing (no formal assessment). Please add to the word-wall as a reference for the students.

High-Frequency words which will be assessed in mid-year:

a	am	at	do	go
he	I	in	like	my
the	to	for	was	look

High-Frequency words which will be assessed by the end of the year

an	and	can	is	it
no	on	see	up	we
you	here	said	little	get

High-Frequency words recommended for writing

play	went	mother	father	with
are	then	me	want	