

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Kindergarten

Foundational Skills
1.1

Utilize Book Handling Skills

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 and name ~~all~~ upper and lower case letters of the alphabet.

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

- Recognize ~~and produce~~ rhyming words.
- Count, pronounce, ~~blend, and segment~~ syllables in spoken words.
- Isolate and pronounce the initial, ~~medial vowel, and final sound~~ (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading Informational Text
1.2

- With prompting and support, identify the main idea and retell key details of text.
- With prompting and support, answer questions about key details in a text.
- Actively engage in group reading activities with purpose and understanding.

Reading Literature
1.3

- With prompting and support, retell familiar stories including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Actively engage in group reading activities with purpose and understanding.

Writing
1.4

- Use a combination of drawing, dictating, and writing to focus on one specific topic.
- Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

Speaking and Listening
1.5

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Kindergarten

Foundational Skills
1.1

Utilize Book Handling Skills

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 and name all upper and lower case letters of the alphabet.

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

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading Informational Text
1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- **Identify parts of a book (title, author) and parts of a text (beginning, end, details).**
- **With prompting and support, ask and answer questions about unknown words in a text.**
- **Answers questions to describe the relationship between illustrations and the text in which they appear.**
- **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.**
- *Actively engage in group reading activities with purpose and understanding.*

Reading Literature
1.3

- *With prompting and support, retell familiar stories including key details.*
- *With prompting and support, identify characters, settings, and major events in a story.*
- **Name the author and illustrator of a story and define the role of each in telling the story.**
- **Make connections between the illustrations and the text in a story (read or read aloud).**
- **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.**

Writing
1.4

- *Use a combination of drawing, dictating, and writing to focus on one specific topic.*
- **With prompting and support, generate ideas and details to convey information that relates to the chosen topic.**
- **Make logical connections between drawing and dictation/writing.**
- **With prompting and support, illustrate using details and dictate/write using descriptive words.**
- *Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.*
- **Establish “who” and “what” the narrative will be about.**
- **Describe experiences and events.**
- **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.**
- **Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.**
 - **Capitalize first word in sentence and pronoun I.**
 - **Recognize and use end punctuation**
 - **Spell simple words phonetically**
- **Write routinely over short time frames.**

Speaking and Listening
1.5

- **Participate in collaborative conversations with peers and adults in small and larger groups.**
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Kindergarten

*Foundational
Skills*

1.1

Utilize Book Handling Skills

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 and name all upper and lower case letters of the alphabet.

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

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

*Reading
Informational
Text*

1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- *Identify parts of a book (title, author) and parts of a text (beginning, end, details).*
- *With prompting and support, ask and answer questions about unknown words in a text.*
- *Answers questions to describe the relationship between illustrations and the text in which they appear.*
- **With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*

*Reading
Literature*

1.3

- *With prompting and support, retell familiar stories including key details.*
- **Answer questions about key details in a text.**
- *With prompting and support, identify characters, settings, and major events in a story.*
- *Name the author and illustrator of a story and define the role of each in telling the story.*
- **Recognize common types of text.**
- *Make connections between the illustrations and the text in a story (read or read aloud).*
- **Compare and contrast the adventures and experiences of characters in familiar stories.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*
- *Actively engage in group reading activities with purpose and understanding.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Kindergarten

Writing
1.4

Utilize Book Handling Skills

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 and name all upper and lower case letters of the alphabet.

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

- Recognize ~~and produce~~ rhyming words.
- Count, pronounce, ~~blend, and segment~~ syllables in spoken words.
- Isolate and pronounce the initial, ~~medial vowel, and final sound~~ (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

*Speaking and
Listening*
1.5

- *Participate in collaborative conversations with peers and adults in small and larger groups.*
- **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Kindergarten

Foundational
Skills
1.1

Utilize Book Handling Skills

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 and name all upper and lower case letters of the alphabet.

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

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.

Know and apply grade level phonics and word analysis skills in decoding words.

- Read grade level high-frequency words with automaticity.
- Demonstrate basic knowledge of one-to one letter-sound correspondence.

Reading
Informational
Text
1.2

- *With prompting and support, identify the main idea and retell key details of text.*
- *With prompting and support, answer questions about key details in a text.*
- **With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.**
- *Identify parts of a book (title, author) and parts of a text (beginning, end, details).*
- *With prompting and support, ask and answer questions about unknown words in a text.*
- *Answers questions to describe the relationship between illustrations and the text in which they appear.*
- **With prompting and support, identify the reasons an author gives to support points in a text.**
- *With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.*
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*

Reading
Literature
1.3

- *With prompting and support, retell familiar stories including key details.*
- *Answer questions about key details in a text.*
- *With prompting and support, identify characters, settings, and major events in a story.*
- *Name the author and illustrator of a story and define the role of each in telling the story.*
- *Recognize common types of text.*
- **Ask and answer questions about unknown words in a text.**
- *Make connections between the illustrations and the text in a story (read or read aloud).*
- *Compare and contrast the adventures and experiences of characters in familiar stories.*
- **Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.**
- *Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.*
- *Actively engage in group reading activities with purpose and understanding.*

Writing
1.4

- **Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.**
- *Use a combination of drawing, dictating, and writing to focus on one specific topic.*
- *With prompting and support, generate ideas and details to convey information that relates to the chosen topic.*
- *Make logical connections between drawing and dictation/writing.*
- *With prompting and support, illustrate using details and dictate/write using descriptive words.*
- *Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.*
- *Form an opinion by choosing between two given topics.*
- *Support the opinion with reasons.*
- *Make logical connections between drawing and writing.*
- *Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.*
- *Establish “who” and “what” the narrative will be about.*
- *Describe experiences and events.*
- *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.*
- *Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.*
 - *Capitalize first word in sentence and pronoun I.*
 - *Recognize and use end punctuation*
 - *Spell simple words phonetically*
- *With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.*
- **With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.**
- **Participate in individual or shared research projects on a topic of interest.**
- **With guidance and support, recall information from experiences or gather information from provided sources to answer a question.**
- *Write routinely over short time frames.*

Speaking and
Listening
1.5

- *Participate in collaborative conversations with peers and adults in small and larger groups.*
- *Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
- *Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*
- *Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.*
- *Speak audibly and express thoughts, feelings, and ideas clearly.*
- *Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.*

Course/ Grade:	Kindergarten	Instructional Unit:	Foundational Skills	Suggested Timeline:	Ongoing
<p>Overview:</p> <p>Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. Students in kindergarten are developing an understanding of the features of print, phonics, phonemic awareness, and comprehension. Students use a combination of drawing and writing to tell stories. They participate in conversations with peers and adults to express needs, share stories, ask, and answer questions.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do symbols represent language? • How do sounds make language? • What are the concepts of print? • How can the knowledge of language help us to communicate and understand? • How do rhyming skills help students learn new words? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • Utilize book handling skills • With prompting and support, demonstrate understanding of the organization and basic features of print • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Know and apply grade level phonics and word analysis skills in decoding words • Read emergent-reader text with purpose and understanding 					

Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency
<p>CC.1.1.K.A: Utilize book handling skills.</p> <p>CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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 and name all upper and lower case letters of the alphabet. 	<p>CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. 	<p>CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to one letter-sound correspondence. Associate the long and short 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. 	<p>CC.1.1.K.E: Read emergent-reader text with purpose and understanding.</p>

Oxford Area School District - English Language Arts Curriculum
Kindergarten

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Cover Title Page Left Right Top Bottom Letter Word Sentence Page Uppercase Lowercase Capital Period Exclamation Mark Question Mark	Sound Syllable Rhyme Vowel Consonant	Letter Sound Long Vowel Short Vowel Word	Read

Oxford Area School District - English Language Arts Curriculum
Kindergarten

--	--	--	--

Resources	Resources	Resources	Resources
Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013
Performance	Performance	Performance	Performance

Oxford Area School District - English Language Arts Curriculum
Kindergarten

Tasks/Assessments	Tasks/Assessments	Tasks/Assessments	Tasks/Assessments
Quarterly Common District Assessment Developmental Reading Assessment (DRA) MAP Reading	Quarterly Common District Assessment DIBELS MAP Reading	Quarterly Common District Assessment Developmental Reading Assessment (DRA) DIBELS MAP Reading	Quarterly Common District Assessment Developmental Reading Assessment (DRA) MAP Reading

Course/ Grade:	Kindergarten	Instructional Unit:	Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly	Suggested Timeline:	6 weeks
Overview: Students in kindergarten are developing an understanding of the features of print, phonics, phonemic awareness, and comprehension. Students use a combination of drawing and writing to tell stories. They participate in conversations with peers and adults to express needs, share stories, ask, and answer questions.			Essential Questions: <ul style="list-style-type: none"> • How do symbols represent language? • How do sounds make language? • What are the concepts of print? • How can the knowledge of language help us to communicate and understand? • How do rhyming skills help students learn new words? • How does productive oral communication rely on speaking and listening? 		
Essential Learning Targets: <ul style="list-style-type: none"> • Utilize book handling skills • With prompting and support, demonstrate understanding of the organization and basic features of print • With prompting and support, retell familiar stories including key details • With prompting and support, identify characters, settings, and major events in a story • Compose narratives that describe real or imagined experiences or events using a combination of drawing, dictating, and writing • Demonstrate understanding of spoken words, syllables, and sounds • Identify the parts of a book and parts of a text • Understand that a storybook has character, setting, and actions associated with words and, most often, illustrations • Differentiate between real and make-believe 					

Informational Reading	Reading Literature	Writing	Speaking and Listening
<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p>	<p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>	<p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.</p>

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Texts</p> <p>Topic</p>	<p>Character</p> <p>Setting</p> <p>Illustrations</p> <p>Title</p> <p>Author</p> <p>Beginning</p> <p>End</p>	<p>Illustrations</p> <p>Descriptive</p>	<p>Syllables</p>

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Resources	Resources	Resources	Resources
Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading Developmental Reading Assessment (DRA)	Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading

Course/ Grade:	Kindergarten	Instructional Unit:	Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences	Suggested Timeline:	7 – 9 weeks
<p>Overview: Students learn how an author develops ideas, concepts, characters, and experiences. Students comprehend and evaluate texts across a range of types and disciplines. They retell details that support a provided main idea. Students retell familiar stories in sequence with support and answer who, what, when, where, why, and how questions about stories. Students make connections between text and self. With prompting and support, students answer questions to identify characters, settings, and major events in a story. Students produce writing to address task, purpose, perspective, and intended audience, research and gather evidence to create a clear and coherent message. Students dictate narratives to describe real or imagined experiences or events. Students establish who/what the narrative is about. They describe experiences and events and engage in writing process to add details. With guidance and support, they recall information from experiences or books.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we think while reading in order to understand and respond? • How does reading with sufficient accuracy and fluency support comprehension? • How do we think while reading in order to understand and respond? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds • Identify the parts of a book and parts of a text • Know that the details of a text can be used to support a main topic or idea • Understand that an author writes the story • Understand that different types of texts are used for different purposes • Understand that a storybook has character, setting, and actions associated with words and, most often, illustrations • Understand a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration) • Tell if a text is storybook or poem • Differentiate between real and make-believe • Make predictions about text based on illustrations • Describe pictures in a text in detail to answer specific questions about the text • Communicate using detail related to topic being discussed • Pose questions related to topic being discussed and allow wait time before responding • Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics) 					

Oxford Area School District – English Language Arts Curriculum
Kindergarten

<ul style="list-style-type: none"> • Continue a conversation through multiple exchanges • Respond to a question with an answer or details related to the topic being discussed • Talk about stories, experiences, and interests using some detail • Provide details through descriptive words, feelings or thoughts of the character • Use illustration/dictation to convey meaning about a particular topic • Create a picture or story about a nonfiction topic and talk about it 			
Informational Reading	Reading Literature	Writing	Speaking and Listening
<ul style="list-style-type: none"> • Identify parts of a book (title, author) and parts of a text (beginning, end, details) • *Make a connection between two individual, events, ideas, or pieces of information in a text • *Identify the reasons an author gives to support points in a text • *Identify the main idea and retell key details of text • <i>Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content</i> • <i>Actively engage in group reading activities with purpose and understanding</i> • <i>Answer questions to describe the relationship between illustrations and the text in which they appear</i> 	<ul style="list-style-type: none"> • Recognize common types of text • Answer questions about key details in a text • Make connections between the illustrations and the text in a story (read or read aloud) 	<ul style="list-style-type: none"> • <i>Use a combination of drawing, dictating, and writing to focus on one specific topic</i> • <i>*Illustrate using details and dictate /write using descriptive words</i> • <i>Describe experiences and events in a written narrative</i> • <i>Use a combination of drawing, dictating, and writing to compose informational and explanatory text</i> • <i>Demonstrate a grade level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</i> • <i>Capitalize first word in a sentence and pronoun I</i> • <i>Recognize and use end punctuation</i> 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text read aloud or information presented orally or through other media • Participate in collaborative conversations with peers and adults in small and larger groups • Ask and answer questions in order to seek help, get information, or clarify something that is not understood • <i>Speak audibly and express thoughts, feelings, and ideas clearly</i> • <i>Demonstrate command of the conventions of standard English when speaking</i> • <i>Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume</i>

Oxford Area School District – English Language Arts Curriculum
Kindergarten

		<ul style="list-style-type: none"> • <i>Spell simple words phonetically</i> • <i>Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events</i> • <i>Establish “who” and “what” the narrative will be about when writing</i> • <i>*Respond to questions and suggestions from peers, and add details to strengthen writing as needed</i> • <i>Write routinely over short time frames</i> • <i>*Respond to questions and suggestions from peers, and add details to strengthen writing as needed</i> • <i>*Generate ideas and details to convey information that relates to the chosen topic</i> • <i>Recount a single event or loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened</i> • <i>Use a combination of drawing, dictating, and writing to compose informational and explanatory text Capitalize first word in a sentence and pronoun I</i> • <i>Recognize and use end punctuation</i> 	
--	--	--	--

Oxford Area School District – English Language Arts Curriculum
Kindergarten

		<ul style="list-style-type: none"> • Spell simple words phonetically 	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Informational text Non-fiction Details Heading Labels Title Author Topic Texts Descriptive	Title Author Illustrator Illustration Character Setting Beginning End	Topic Descriptive	Syllables

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Resources	Resources	Resources	Resources
Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Quarterly Common District Assessment	Quarterly Common District Assessment	Quarterly Common District Assessment	Quarterly Common District Assessment

Oxford Area School District – English Language Arts Curriculum
Kindergarten

MAP Reading	MAP Reading Developmental Reading Assessment (DRA)	MAP Reading	MAP Reading
-------------	--	-------------	-------------

Course/ Grade:	Kindergarten	Instructional Unit:	Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text	Suggested Timeline:	7 – 9 weeks
<p>Overview:</p> <p>Students will connect ideas within one text and engage in the comprehension and evaluation of texts across a range of types and disciplines. As active listeners, students will make meaning from what they hear by questioning, reflecting, responding, and evaluating. They will make predictions about text based on illustrations and describe pictures in a text in detail to answer specific questions. Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are the parts of the story alike and different? • What did I learn in this text? • What do the pictures tell us? • How do the illustrations and words tell the story? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • Make predictions about text based on illustrations • Describe pictures in a text in detail to answer specific questions about the text • Communicate using detail related to topic being discussed • Pose questions related to topic being discussed and allow wait time before responding • Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics) • Continue a conversation through multiple exchanges • Respond to a question with an answer or details related to the topic being discussed • Talk about stories, experiences, and interests using some detail • Provide details through descriptive words, feelings or thoughts of the character • Use illustration/dictation to convey meaning about a particular topic 					

- Create a picture or story about a nonfiction topic and talk about it

Informational Reading	Reading Literature	Writing	Speaking and Listening
<p>CC.1.2.K.B: Text Analysis With prompting and support, answer questions about key details in a text.</p> <p>Integration of Knowledge & Ideas</p> <p>CC.1.2.K.G: Diverse Media Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: Evaluating Arguments With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>CC.1.3.K.B: Text Analysis Answer questions about key details in a text.</p> <p>Integration of Knowledge & Ideas</p> <p>CC.1.3.K.G: Sources of Information Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Text Analysis Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.J: Vocabulary Acquisition & Use</p>	<p>Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>Informative/Explanatory</p> <p>CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p> <p>CC.1.4.K.B: Focus Use a combination of drawing, dictating, and writing to focus on one specific topic.</p>	<p>Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Comprehension & Collaboration</p> <p>CC.1.5.K.A: Collaborative Discussion Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Critical Listening Ask and answer questions about key details in a</p>

	<p>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Range of Reading Actively engage in group reading activities with purpose and understanding.</p>	<p>CC.1.4.K.C: Content With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D: Organization Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E: Style With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.1.4.K.F: Conventions of Language Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. <p>Narrative CC.1.4.K.M: Use a</p>	<p>text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Evaluating Information Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge & Ideas CC.1.5.K.D: Purpose, Audience & Task Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Content Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Conventions of Standard English Demonstrate command of the conventions of Standard English when speaking based on kindergarten</p>
--	--	--	--

		<p>combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N: Focus Establish “who” and “what” the narrative will be about.</p> <p>Production and Distribution of Writing</p> <p>CC.1.4.K.T: Writing Process With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.4.K.X: Range Of Writing Write routinely over short time frames.</p>	level and content.
--	--	--	--------------------

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Fantasy Informational text Nonfiction Main Idea	Title Illustrator Illustration Compare	Letter Word Sentence Capital	

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Conclusion Fact Opinion Compare Contrast	Contrast Prediction	Period Exclamations Question Mark Punctuation Draft Edit Revise	
--	------------------------	---	--

Resources	Resources	Resources	Resources
Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013
Performance	Performance	Performance	Performance

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Tasks/Assessments	Tasks/Assessments	Tasks/Assessments	Tasks/Assessments
Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading Developmental Reading Assessment (DRA)	Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading

Course/ Grade:	Kindergarten	Instructional Unit:	Module 4: Integration of Knowledge and Ideas: Connecting Ideas Across Texts	Suggested Timeline:	7 – 9 weeks
<p>Overview: Students in kindergarten develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books. Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation. Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I get information? • How do writers share different ideas? • How can books teach us about other ideas, places, people and things? • What did I learn in this text? • How are these two texts the same? • How are these two texts different? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • Identify the evidence an author gives to support points in a text • Recognize that texts have similar components that can be compared and contrasted (e.g., main ideas, details) • Create a detailed picture or story about a nonfiction topic and talk in detail about it • Use detailed illustration and descriptive dictation to convey meaning about a particular topic • Spell simple words phonetically and recognize and use punctuation • Use illustration/dictation to convey likes and dislikes about a familiar topic • Use a combination of drawing, dictating, and writing to compose opinion pieces and state an opinion or preference (e.g., <i>My favorite book is...</i>) • Participate in discussions about their work • Understand that their drawings and dictations can convey meaning to an audience 					

Informational Reading	Reading Literature	Writing	Speaking and Listening
<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a</p>	<p>CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D: Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize first word in 	<p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts,</p>

<p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>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.</p> <p>CC.1.2.K.L: Actively engage</p>	<p>story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>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.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p>	<p>sentence and pronoun I.</p> <ul style="list-style-type: none"> • Recognize and use end punctuation. • Spell simple words phonetically. <p>CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.H: Form an opinion by choosing between two given topics.</p> <p>CC.1.4.K.I: Support the opinion with reasons.</p> <p>CC.1.4.K.J: Make logical connections between drawing and writing.</p> <p>CC.1.4.K.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.</p>	<p>feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.</p>
--	--	---	---

<p>in group reading activities with purpose and understanding.</p>		<p>CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N: Establish “who” and “what” the narrative will be about.</p> <p>CC.1.4.K.O: Describe experiences and events.</p> <p>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.</p> <p>CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar and spelling.</p> <ul style="list-style-type: none">• Capitalize first word in sentence and pronoun I.• Recognize and use end punctuation.	
--	--	---	--

		<ul style="list-style-type: none">• Spell simple words phonetically. <p>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.</p> <p>CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p> <p>CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest.</p> <p>CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.K.X: Write routinely over short time frames.</p>	
--	--	---	--

Oxford Area School District – English Language Arts Curriculum
 Kindergarten

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Fantasy Informational text Nonfiction Main Idea Conclusion Fact Opinion Poem Punctuation Opinion Fact Compare Contrast	Compare Contrast Prediction	Letter Word Sentence Capital Period Exclamations Question Mark Punctuation Draft Edit Revise	

Oxford Area School District – English Language Arts Curriculum
Kindergarten

Resources	Resources	Resources	Resources
Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013	Pearson Reading Streets ed. 2013
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading	Quarterly Common District Assessment MAP Reading