

Scope and Sequence for Kindergarten- English Language Arts

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester One	<p>ELC-1 Recognizing Names</p> <p>ELC-2 Learning Your Name</p> <p>LK-1 Exploring Letters</p> <p>PA-1 Hearing Rhymes in Songs & Poems</p> <p>LK-5 Recognizing & Naming Letters</p> <p>PA-3 Hearing Rhymes</p> <p>PA-6 Hearing, Saying , Clapping Syllables</p> <p>PA-7 Say Words Slowly to Hear Sounds</p> <p>PA-8 Hearing Beginning Sounds</p>	<p>Establish classroom routines</p> <ul style="list-style-type: none"> • morning message, • class charts <p>Guided Reading</p> <ul style="list-style-type: none"> • Form reading groups • Teach with leveled text • Comprehension discussions • Word analysis <p>Whole Group Reading</p> <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Establishing speaking and listening norms • Retell familiar stories • Identify character, settings and major events <p>Genre Focus</p> <ul style="list-style-type: none"> • Song • Rhymes • Chants • Fiction • Nonfiction 	<p>Whole Group</p> <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message <p>Small Group/Independent</p> <ul style="list-style-type: none"> • Journal writing <p>Mechanics</p> <ul style="list-style-type: none"> • Handwriting without Tears <p>Genre Focus</p> <ul style="list-style-type: none"> • Personal Narrative – Small Moment Stories 	<p><i>Second Step</i>, Unit 1: Skills for Learning</p> <p>All About Me (September)</p> <p>Fall (November)</p> <p>We're Family (December)</p> <p>Science-KESS2-1 Begin daily graphing of weather. (Sept)</p> <p>Science KESS2-1 Begin monthly end-of-month analysis of prior month's weather graph (Oct)</p> <p>Science K-ESS3-2 Why do people make weather predictions? (Nov)</p>

	PA-9 Hearing Beginning Sounds LK-7 Learning Letter Forms & Names			
ELA Power Standards	<p>Reading</p> <p>RL1 - With prompting and support, ask and answer questions about key details in a text. RL5 – Recognize common types of texts (e.g., storybooks, poems) RL10 – Actively engage in group reading activities with purpose and understanding. RI1 – With prompting and support, ask and answer questions about key details in a text. RI10 – With prompting and support, ask and answer questions about key details in a text. RF1a – Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page RF1b – Recognize that spoken words are represented in written language by specific sequences of letters. RF4 – Read emergent-reader texts with purpose and understanding.</p> <p>Writing</p> <p>W3 – Use a combination of drawing, dictating, and writing to narrate 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>Speaking and Listening</p> <p>SL1a – 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). SL2 – 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. SL6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>L1a-f – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2d – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>			

Assessment	<ul style="list-style-type: none"> Score Narrative Writing using District Rubric (November) Kindergarten Screen assessments 			
Resources	<i>Phonics Lessons, Kindergarten</i> , Irene Fountas and Gay Su Pinnell <i>Units of Study in Opinion, Information, and Narrative Writing, Kindergarten: A Common Core Workshop Curriculum</i> , Lucy Calkins Handwriting without Tears Second Step			
Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester Two	PA-10 Hearing Ending Sounds WM-1 Learning Color Words LS-1 Beginning Consonants & Letter Sounds SP-2 Making Words With <u>-at</u> WSA-3 Making Words by Changing first Letter PA-12 Hearing Ending Sounds WSA-5 Using	Guided Reading <ul style="list-style-type: none"> Begin reading groups Whole Group Reading <ul style="list-style-type: none"> Read Aloud Comprehension discussions Answer questions about key details and unknown words Locating key facts and details Identify and respond to rhyme and regular beats Identify the front cover, back cover, and title page of book Genre Focus <ul style="list-style-type: none"> Song Rhymes Chants Nonfiction 	Whole Group <ul style="list-style-type: none"> Mini-lessons Sharing Writing Write-To Interactive Writing Morning Message Small Group/Independent <ul style="list-style-type: none"> Journal writing Mechanics <ul style="list-style-type: none"> Handwriting without Tears Genre Focus <ul style="list-style-type: none"> Personal Narrative Opinion 	<i>Second Step</i> , Unit 2: Empathy <i>Second Step</i> , Unit 3: Emotional Management HOLIDAYS AROUND THE WORLD (December) WINTER (January) LIVING THINGS (February) Science K-PS2-1 Compare what happens when I push or pull an object different ways. Science K-PS2-2

	<p>Known Words in Simple Texts</p> <p>HF-2 Building & Writing High Frequency Words</p> <p>PA-17 Hearing First & Last Sounds</p> <p>SP2&3 Making Words with <u>-at</u> & <u>-an</u></p> <p>HF-3 Recognizing High Frequency Words</p>	<ul style="list-style-type: none"> Fiction 		<p>What can I do to change what happens when I push or pull something?</p> <p>Science K-ESS3-1 Why do people, plants & animals live in the places they do?</p> <p>Science K-PS3-1 How does sunlight affect the earth?</p>
<p>ELA Power Standards</p>	<p>Reading</p> <p>RL1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>RL5 – Recognize common types of texts (e.g., storybooks, poems)</p> <p>RL10 – Actively engage in group reading activities with purpose and understanding.</p> <p>RI1 – With prompting and support, ask and answer questions about key details in a text.</p> <p>RI10 – With prompting and support, ask and answer questions about key details in a text.</p> <p>RF1a – Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page</p> <p>RF1b – Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF4 – Read emergent-reader texts with purpose and understanding.</p> <p>Writing</p> <p>W1 – Use a combination of drawing, dictating, and writing to compose opinion pieces 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</p>			

	<p>is . . .).</p> <p>W3 – Use a combination of drawing, dictating, and writing to narrate 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>Speaking and Listening</p> <p>SL1a – 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).</p> <p>SL2 – 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.</p> <p>SL6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p>L1a-f – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2d – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>			
Assessment	<p>Administer BAS (formative benchmark assessment) (January)</p> <p>Score Opinion Writing using District Rubric (February)</p>			
Resources	<p>Leveled Readers</p> <p><i>Phonics Lessons, Grade 1</i>, Irene Fountas and Gay Su Pinnell</p> <p><i>Units of Study in Opinion, Information, and Narrative Writing, Grade 1: A Common Core Workshop Curriculum</i>, Lucy Calkins</p> <p>Handwriting without Tears</p> <p>Second Step</p> <p>BAS</p>			
Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester Three	<p>PA-21 Hearing & Substituting Sounds</p> <p>PA-19 Hearing & Blending Onsets & Rimes</p>	<p>Guided Reading</p> <ul style="list-style-type: none"> • Flexible reading groups • Teach with leveled text • Comprehension discussions • Word analysis 	<p>Whole Group</p> <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message 	<p><i>Second Step</i>, Unit 4: Problem Solving</p> <p>Weather (March)</p> <p>Spring (April)</p>

	<p>HF-5 Building & Writing High Frequency Words</p> <p>PA-22 Hearing Middle Sounds</p> <p>WSA-8 Changing First & Last Letters to Make New Words</p> <p>WSA-6 Using Parts of Words to Solve New Words</p> <p>ELC-8 Making Sentences</p> <p>PA-24 Blending Sounds in Words</p> <p>WS-2 Add "S" to change meaning</p> <p>WS-4 Recognizing Syllables</p> <p>HF-7 Locating High Frequency Words</p>	<p>Whole Group Reading</p> <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Compare and contrast the experience of characters • Name the author and illustrator and define their roles • Answer questions about key details and unknown words • Locating key facts and details • Recognize common types of text • Compare two similar books <p>Genre Focus</p> <ul style="list-style-type: none"> • Song • Rhymes • Chants • Nonfiction • Fiction 	<p>Small Group/Independent</p> <ul style="list-style-type: none"> • Journal writing <p>Mechanics</p> <ul style="list-style-type: none"> • Handwriting without Tears <p>Genre Focus</p> <ul style="list-style-type: none"> • Informational Books • Personal narrative 	<p>Plants (May)</p> <p>Summer (June)</p> <p>Science K-ESS3-3 What can we do to help the earth?</p> <p>Science K-LS1-1 Compare what plants & animals need to survive.</p> <p>Science-K-ESS2-2 What do plants & animals do to survive?</p> <p>Science K-PS3-2 What can we build to protect us from the sun's heat?</p>
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	LK-21 Labeling Consonants and Vowels			
ELA Power Standards	<p>Reading RL1 - With prompting and support, ask and answer questions about key details in a text. RL5 – Recognize common types of texts (e.g., storybooks, poems) RL10 – Actively engage in group reading activities with purpose and understanding. RI1 – With prompting and support, ask and answer questions about key details in a text. RI10 – With prompting and support, ask and answer questions about key details in a text. RF1a – Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page RF1b – Recognize that spoken words are represented in written language by specific sequences of letters. RF4 – Read emergent-reader texts with purpose and understanding.</p> <p>Writing W2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic W3 – Use a combination of drawing, dictating, and writing to narrate 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>Speaking and Listening SL1a – 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). SL2 – 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. SL6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language L1a-f – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

	L2d – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Assessment	Administer BAS (formative benchmark assessment) (June) Score Nonfiction Writing using District Rubric (May/June)
Resources	Leveled Readers <i>Phonics Lessons, Kindergarten</i> , Irene Fountas and Gay Su Pinnell <i>Units of Study in Opinion, Information, and Narrative Writing, Kindergarten: A Common Core Workshop Curriculum</i> , Lucy Calkins Handwriting without Tears Second Step