

Amherst-Pelham Regional School District Curriculum Overview

Subject: **English Language Arts: Language, Reading and Literature**

Grade Level: **Kindergarten**

Enduring Understandings	Strands Topics/Units	Content/ Skills /Strategies	Essential Activities/Agreements
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p>Language Vocabulary Development</p> <p>Listening and Speaking</p> <p>Structure of English</p> <p>Reading Reading Process Concepts About Print</p> <p>Phonemic Awareness</p>	<p>Describes common objects & events in general and specific language.</p> <p>Identifies & sorts words by classifications.</p> <p>Follows agreed upon rules for discussions.</p> <p>Gives oral presentations using clear enunciation, adequate volume and maintaining a focus on the topic.</p> <p>Expresses spatial & temporal relationships. Recognizes multiple meaning of words.</p> <p>Identifies correct capitalization and punctuation marks.</p> <p>Understands that printed words convey meaning.</p> <p>Demonstrates knowledge of directionality, book layout, letters, words, and sentences.</p> <p>Matches words to print.</p> <p>Isolates and manipulate phonemes.</p> <p>Identifies beginning, middle, and ending sounds.</p> <p>Identifies & generates rhymes.</p>	<p>Recommended read alouds include: books by Eric Carle, Devin Kenkes, Donald Crews, etc.</p> <p>Expanded enrichment through classroom generated literacy (especially by or about the students).</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p>Phonemic Awareness</p> <p>Phonics</p> <p>Multiple Cueing Systems</p> <p>Fluency</p>	<p>Demonstrates an ability to blend & segment sounds.</p> <p>Identifies syllables.</p> <p>Identifies upper and lowercase letters.</p> <p>Demonstrates an understanding of letter/sound relationships.</p> <p>Applies decoding skills in simple, one syllable words.</p> <p>Uses meaning cues: pictures, context (semantic information).</p> <p>Uses structure cues: language, grammar, patterns (syntactical information).</p> <p>Begins to use visual cues: letters, word patterns, high frequency words (graphic information).</p> <p>Listens to models of fluent reading, recites rhymes & poems, rereads familiar texts with accuracy & expression, and recognizes some words by sight.</p>	

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	Comprehension	Actively understands stories heard or read: uses prior knowledge, makes connections, makes predictions, asks questions about important characters, settings, and events, uses illustrations to construct meaning, draws conclusions, uses new vocabulary, retells a main event, and sequences events.	
	Literary Analysis Genre	Listens to and attempts to read common forms of literature.	
	Fiction	Recognizes specific features of stories: character, setting, sequence of events, problem/solution.	
	Non Fiction	Notices textual & graphic features: title, headings, and illustrations.	
	Poetry	Responds to poetic elements: rhyme, rhythm, repetition, and sensory words.	
	Myth, Traditional and Classical Literature	Listens to and responds to tales from different cultures.	
	Dramatic Literature	Participates in dramatic play based on a story or tale.	
		Views a play or performance.	