

Amherst Public Schools - Curriculum Map

English/Language Arts: Language, Reading/Literature

Grade Level: Kindergarten

| ELA STRANDS | TIME FRAME / LENGTH | CONTENT / SKILLS / STRATEGIES | METHODS OF ASSESSMENT | MASSACHUSETTS FRAMEWORKS |
|---|--|--|--|--|
| <p>LANGUAGE</p> <p>Listening and Speaking</p> | <p>September</p> <p>Ongoing in all areas of literacy throughout the year</p> | <p>Begins to discriminate between spoken sentences, words, and syllables.</p> <p>Follows simple directions.</p> <p>Describes common objects & events in general and specific language.</p> <p>Experiments with language through songs and rhymes.</p> <p>Participates in group sharing/discussion.</p> <p>Develops an understanding of rhyming.</p> <p>Recognizes the rhyme and rhythm of language.</p> <p>Follows agreed upon rules for discussions.</p> <p>Expresses knowledge of spatial & temporal relationships.</p> | <p>Teacher observation</p> <p>District Kindergarten assessment administered Fall</p> | <p>Discussion 1.1</p> <p>Questioning, Listening & Contributing 2.1</p> <p>Oral Presentation 3.1, 3.2</p> |

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| <p>EARLY READING</p> <p>Vocabulary and Concept Development</p> | <p>Ongoing in all areas of literacy throughout the year</p> | <p>Uses voice level, phrasing, and intonation appropriate for the purpose, situation, environment, and audience.</p> <p>Follows implicit rules for conversations, including taking turns and staying on topic.</p> <p>Participates in discussions about books and specific topics</p> <p>Listens to fiction and nonfiction to recognize text organizers for stories, including size, shape, bold, and italics.</p> <p>Understands the concepts of letter, word, syllable, and sentence.</p> <p>Uses story language in discussions and retellings.</p> <p>Divides one-syllable words orally into sounds (phonemes).</p> | <p>Informal observation</p> <p>Group participation</p> <p>Class participation</p> | <p>Vocabulary and Concept Development 4.1, 4.2</p> |
| <p>Phonemic Awareness</p> | <p>September-November Ongoing throughout school year</p> | <p>Demonstrates visual matching of letter, word, syllable, and sentence.</p> <p>Breaks down sentences to individual words.</p> | | |

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| <p>Phonemic Awareness</p> | | <p>Recognizes multiple meaning of words.</p> <p>Recognizes that words break down to individual phonemes.</p> <p>Blends phonemes to make words.</p> <p>Recognizes phoneme sounds when spoken in isolation.</p> <p>Identifies words orally according to shared beginning or ending sounds.</p> | | |
| <p>Structure of English</p> | <p>Ongoing in all areas of literacy throughout the year</p> | <p>Identifies & sorts words by classifications.</p> <p>Substitutes words in a rhyming pattern.</p> <p>Identifies and sorts pictures of objects whose names share the same beginning or ending sounds</p> | | <p>Structure and Origins in Modern English 5.1, 5.2, 5.3</p> |
| <p>LANGUAGE</p> <p>Listening and Speaking</p> | <p>September-November Ongoing throughout school year</p> | <p>Retells stories using beginning, middle, and end.</p> <p>Identifies words orally according to shared beginning or ending sounds.</p> | <p>Group and class activities</p> | |

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| Listening and Speaking | | Participates in choral speaking and recites short poems, rhymes, songs, and stories with repeated patterns. | | |
| Structure of English | October | <p>Recognizes rhyming words.</p> <p>Generates rhyming words in a rhyming pattern.</p> <p>Substitutes words in a rhyming pattern.</p> | | Structure and Origins in Modern English 5.1, 5.2, 5.3 |
| <p>EARLY READING</p> <p>Vocabulary and Concept Development</p> | Ongoing throughout school year | <p>Listens to and participates in a variety of literary forms, including stories and poems.</p> <p>Reads own first and last name and first names of classmates.</p> | <p>Group participation</p> <p>Class participation</p> <p>Group and class activities</p> | Formal & Informal English 6.1 |

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| Phonemic Awareness | November | <p>Participates in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</p> <p>Describes common objects & events in general and specific language.</p> | <p>Teacher Observation</p> <p>District Kindergarten assessment administered Fall/Spring</p> | |
| READING Concepts About Print | Ongoing throughout school year | <p>Understands that printed words convey meaning.</p> <p>Develops understanding of cueing systems in text reading including: directionality, book layout, matching words to print, return sweep.</p> <p>Identifies what an author does and what an illustrator does.</p> <p>Reads and explains own writings and drawings.</p> | Running Records | Beginning Reading 7.1, 7.2, 7.3, 7.4, 7.5, 7.7 |
| Reading Process | December | <p>Develops understanding of grapho-phonemic cues (sound/symbol) in text.</p> <p>Demonstrates alphabet knowledge and names upper and lower case letters.</p> | Informal observation | Structure and Origins in Modern English 5.1, 5.2, 5.3 |

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| <p>Reading Process</p> | | <p>Matches consonant and short vowel sounds.</p> <p>Identifies consonant sounds in single-syllable words.</p> <p>Segments words into onset/rime.</p> <p>Uses patterns in known words to identify unfamiliar words.</p> <p>Segments and blends phonemes in short words.</p> <p>Demonstrates knowledge of initial consonant sounds.</p> <p>Uses knowledge of the story and topic to read words.</p> <p>Understands function of punctuation.</p> <p>Uses knowledge of story structure (titles and pictures) and sequence to check for meaning.</p> <p>Uses context to clarify meaning of unfamiliar words.</p> <p>Rereads and self-corrects when using the semantic cues.</p> <p>Differentiates between non-fiction and fiction using concepts of pretend and real.</p> | | |

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| Reading Process | | <p>Previews the selection by using pictures, diagrams, titles, and headings.</p> <p>Sets purpose for reading.</p> <p>Rereads to confirm, disprove, or modify predictions.</p> <p>Links knowledge from own experiences to make sense of and talk about the text.</p> <p>Generates text-related questions (who, what, and where questions).</p> <p>Confirms, disproves, and refines predictions about content.</p> <p>Recognizes author’s purpose.</p> <p>Reads 20 high frequency sight words in context.</p> | | |
| Fluency | Ongoing throughout school year | <p>Reads high frequency sight words in context.</p> <p>Develops understanding of phoneme isolation for matching, isolating and manipulating phonemes.</p> | Active participation in group and class activities | Making Connections 9.1, 9.2 |

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| Fluency | | <p>Applies decoding skills in simple, one syllable words.</p> <p>Matches consonant and short vowel sounds to corresponding letters.</p> <p>Identifies beginning consonant sounds in single-syllable words.</p> <p>Listens to models of fluent reading, recites rhymes & poems, rereads familiar texts with accuracy & expression, and recognizes some words by sight.</p> | | |
| Phonics | January-February Ongoing throughout school year | <p>Increases understanding of multiple cueing systems: (meaning, language structure, and grapho-phonemic) to decode text.</p> <p>Uses meaning cues: pictures, context (semantic information).</p> <p>Uses structure cues: language, grammar, patterns (syntactical information).</p> | <p>District Kindergarten assessment administered Fall/Spring</p> <p>Running Records</p> | Beginning Reading 7.1, 7.2, 7.3, 7.4, 7.5, 7.7 |

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| READING Comprehension | March-April Ongoing throughout school year | Begins to use visual cues: letters, word patterns, high frequency words (graphic information). Orally segments and blends onsets and rimes. | Developmental Reading Assessment 2 | Understanding a Text 8.1, 8.2, 8.3, 8.4, 8.5 |
| Reading Process | March-April Ongoing throughout school year | Reads 10 high frequency sight words in context. Develops understanding of strategies used in the reading process. Uses pictures to make predictions about content. Identifies common signs, logos, labels, and environmental print. Matches voice with print: letters, syllables, words, phrases, and sentences. Visually segments and blends onsets and rimes. Demonstrates familiarity with a variety of books and selections (e.g., picture books, caption books, short information texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories). | Developmental Reading Assessment 2 District Kindergarten Assessment Administered Fall/Spring Running records Informal observation | Understanding a Text 8.1, 8.2, 8.3, 8.4, 8.5 Making Connections 9.1, 9.2 |

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| Reading Process | | Listens to models of fluent reading, recites rhymes & poems, rereads familiar texts with accuracy & expression, and recognizes some words by sight. | | |
| READING AND LITERATURE | | | | |
| Genre | April-June Ongoing throughout school year | Develops an understanding of different genres. Identifies similarities and differences among genres. | Active participation in group and class activities | 7.7 Genre 10.1 Theme 11.1 |
| Fiction | | Recognizes narrative elements: character, setting, events, problem and solution. Recognizes specific features of stories: character, setting, sequence of events, problem/solution. Discusses characters, setting, and events. Listens to and reads fictional stories and recognizes text formats including those with rhyming patterns and repetition. Uses the elements of fiction to demonstrate comprehension. | Teacher observation | Fiction 12.1 |

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| Non-Fiction | | <p>Begins to recognize text organizers features including size, shape, bold, and italics.</p> <p>Recognizes graphic features: title, headings, and illustrations and captions.</p> <p>Identifies the topic.</p> <p>States main ideas and remembers some important facts.</p> | <p>Running records Informal observation</p> | <p>Nonfiction 13.1, 13.2, 13.3, 13.4, 13.5</p> |
| Poetry | | <p>Identifies poetic structure.</p> <p>Responds to poetic elements: rhyme, rhythm, repetition, and sensory words.</p> <p>Knows and can sing or recite common songs/rhymes/poems in a group setting.</p> | <p>Active participation in group and class activities</p> | <p>Poetry 14.1 Style & Language 15.1</p> |
| Myth, Traditional and Classical Literature | | <p>Listens to and responds to tales from different cultures.</p> <p>Recognizes elements of myths, traditional narratives, and classical literature to support understanding.</p> | <p>Teacher observation</p> | <p>Myth, Traditional Narrative & Classical Literature 16.1, 16.2, 16.3</p> |

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| Dramatic Literature/ Dramatic Reading and Performance | | <p>Participates in dramatic play based on a story or tale.</p> <p>Views a play or performance.</p> <p>Retells, reenacts, or dramatizes tales, parts of stories, or personal events.</p> | Observation of small group and class performances of plays | Dramatic Literature 17.1 |