

Ark Community Charter School ELA Curriculum Framework – Kindergarten

| <u>Units</u> | <u>Suggested Pacing</u> | <u>New York State Content Standards</u> | <u>New York State Skills Standards</u> | <u>New York State Performance Indicators</u> | <u>Assessments (Formal/ including state assessments and Informal)</u> |
|---------------------------|---|--|--|---|---|
| What are your unit titles | When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete | What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. Optional: You can also identify essential questions based on the content standards.) | What should students be able to do? | Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold | What specific tools will be used to assess which content standard or skills standard at this grade level? |
| | | READING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Locate and use classroom and library media center resources to acquire information, with assistance | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Read familiar informational texts to begin to collect data, facts, and ideas, with assistance | |
| | | | | <ul style="list-style-type: none"> • Interpret information represented in simple charts and webs | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Draw on a prior experience to understand new data, facts, and ideas | Unit 1 Benchmark Teacher Observation (KWL) chart |
| Unit 1 | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Comprehend and respond to literary texts and performances | Unit 1 Benchmark Reading awareness center Teacher observation during read alouds |

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| Unit 2 | | | | <ul style="list-style-type: none"> • Engage in pre-reading and reading activities to - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - make connections between personal experiences and stories read - predict what might happen next in a story read aloud - retell a story, with assistance | |
| Unit 1 Unit2 | | | | <ul style="list-style-type: none"> • Dramatize or retell stories, using puppets, toys, and other props • Identify and explain ideas and experiences from texts and performances | |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Engage in pre-reading and reading activities to - identify what they know and have learned about a specific story or topic - use illustrations to assist in understanding the content of a text and to anticipate what will happen next - predict what could happen next or the outcome of a story or article read aloud - change the sequence of events in a story to create a different ending, with assistance - form an opinion about the differences between events in a story and events in own life - evaluate and select books, poems, or tapes on the basis of personal choice or | Unit 1 Benchmark |

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| | | | | teacher-selected criteria, such as topic, author, and illustrations - distinguish between real and imaginary stories | |
| Unit 2 | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Share reading experience to establish, maintain, and enhance personal relationships | |
| | | | | <ul style="list-style-type: none"> • Respect the age, gender, and cultural traditions of the writer, with assistance | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance | Daily Morning Meeting letter Unit 1 Benchmark |
| Unit 1 Unit 2 | | WRITING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Copy letters and words from books, magazines, signs, charts, and own dictation | Unit 1 Benchmark Writing Center Alphabet Books |
| Unit 1 | | | | <ul style="list-style-type: none"> • Write own name on pictures, drawings, paintings, and written products | All the time |
| Unit 1 | | | | <ul style="list-style-type: none"> • Draw or write facts and ideas gathered from personal experiences | Daily Journal Writing |
| Unit 1 | | | | <ul style="list-style-type: none"> • Use graphics such as posters to communicate information from personal experiences | Me books or posters |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio of informational writings and drawings, with assistance | |
| | | | | <ul style="list-style-type: none"> • Draw pictures to record facts from a lesson, with assistance | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Use resources such as a picture dictionary or word wall to find and | |

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| | | | | write words, with assistance | |
| Unit 1 Unit 2 | | | Standard 2: Students will read, write, listen, and speak for literary response and \ expression. | <ul style="list-style-type: none"> • Draw or write original literary texts to <ul style="list-style-type: none"> - create a story with a beginning, middle, and end, using pictures/ drawings and some words, with assistance - create poems or jingles, using pictures/drawings and some words, with assistance | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Draw or write to respond to text to <ul style="list-style-type: none"> - express feelings about characters or events in a story - describe characters or events - list a sequence of events in a story, with assistance - retell a story | Unit 1 Benchmark Daily Journal |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings in response to literature, with assistance | |
| Unit 1 Unit 2 | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> • Draw and/or write to express opinions and judgments to <ul style="list-style-type: none"> - share what they know and have learned about a theme or topic - respond in pictures or words to an experience or event shared by a classmate - depict an opinion about statements, illustrations, characters, and events in written and visual texts - compare characters and settings within and between stories - describe the differences between | Unit 1 Benchmark Shared Reading Read Aloud |

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| | | | | real and imaginary experiences, with assistance | |
| | | | | • Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance | |
| | | | Standard 4: Students will read, write, listen, and speak for social interaction . | • Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group | |
| | | | | • Respect the age, gender, and culture of the recipient, with assistance | |
| | | | | • Write friendly letters to others | |
| | | | | • Maintain a portfolio of writings and drawings for social interaction, with assistance | |
| | | LISTENING | Standard 1: Students will read, write, listen, and speak for information and understanding . | • Acquire information from nonfiction text | |
| Unit 2 | | | | • Identify words and sentences on a chart, with assistance | Unit 1 Benchmark Shared Reading Calendar Word Wall Games Daily Morning Meeting Letter |
| Unit 2 | | | | • Follow a two step direction | |
| Unit 1 | | | | • Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information | Fire Drills Lockdock Drill Visit to Firehouse |
| | | | | • Identify similarities in information about people, places, and events | |
| Unit 1 Unit 2 | | | Standard 2: Students will read, write, listen, and speak for literary response and expression . | • Listen to literary texts and performances to - appreciate and enjoy literary works - match spoken words with pictures, | Unit 1 Benchmark Participation in visiting artist work Read Aloud |

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| | | | | <ul style="list-style-type: none"> with assistance - recall a sequence of events from a personal experience or story - identify character and setting - respond to vivid language (e.g., nonsense words and rhymes) - identify specific people and places - distinguish between a story and a poem, with assistance | <ul style="list-style-type: none"> Shared Reading Reading Buddies Listening center Paired Reading |
| Unit 2 | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> • Form an opinion or evaluate information on the basis of information in the world | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books | Unit 1 Benchmark |
| | | | | <ul style="list-style-type: none"> • Recognize differences in two or more versions of a familiar story, song, or finger play | |
| | | | | <ul style="list-style-type: none"> • Identify messages in advertisements by listening to the words | |
| | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Respect the age, gender, and culture of the speaker | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates | |
| | | | | <ul style="list-style-type: none"> • Listen for the tone of voice and content that signal friendly communication | |

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| Unit 2 | | SPEAKING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Dictate information from personal experience | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Report information briefly to peers and familiar adults, with assistance | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Connect information from personal experiences to information from nonfiction texts, with assistance | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Retell more than one piece of information in sequence | |
| | | | | <ul style="list-style-type: none"> • Share observations from classroom and home | |
| Unit 2 | | | | <ul style="list-style-type: none"> • Ask questions to clarify directions and/or classroom routines | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Respond orally to simple questions and/or directions | Unit 1 Assessment Daily Practice of Class Rules Center for Sequencing |
| | | | | <ul style="list-style-type: none"> • Share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance | |
| | | | | <ul style="list-style-type: none"> • Dramatize an experience or event | |
| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Interpret words of characters in stories | |
| | | | | <ul style="list-style-type: none"> • Engage in conversations with adults and peers regarding pictures, books, and experiences | |
| | | | | <ul style="list-style-type: none"> • Role-play characters or events from stories | |
| Unit 1 Unit 2 | | | | <ul style="list-style-type: none"> • Express feelings about a work of fiction or poetry | Unit 1 Benchmark |
| Holiday Unit | | | | <ul style="list-style-type: none"> • Respond to stories, legends, and | Read Alouds/Flip Charts |

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| | | | | songs from different cultural and ethnic groups, with assistance | |
| Unit 1 Unit 2 | | | | • Compare stories from personal experience with stories heard | |
| Unit 2 | | | | • Dictate stories with a beginning, middle, and end | |
| | | | | • Express the mood of a story by using a variety of words, with assistance | |
| Unit 2 | | | | • Describe the actions of characters in a story | |
| | | | | • Tell real or imaginative stories on the basis of response to illustrations | |
| Unit 2 | | | | • Describe familiar persons, places, or objects | |
| Unit 1 Unit 2 | | | | • Retell familiar stories | |
| | | | | • Recite short poems, nursery rhymes, and finger plays | |
| Unit 2 | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | • Share what they know and have learned about a topic | |
| | | | | • Express an opinion or judgment about a story, poem, finger play, or poster | |
| | | | | • Compare characters or events in two or more stories | |
| | | | | • Express an opinion about the color, form, and style of illustrations | |
| | | | | • Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story | |
| | | | | • Dramatize differences and similarities in characters | |
| | | | | • Brainstorm to create an experience chart | |

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| | | | | <ul style="list-style-type: none"> • Compare different versions of the same story | |
| | | | | <ul style="list-style-type: none"> • Explain why two different characters view an event differently | |
| | | | | <ul style="list-style-type: none"> • Compare events or characters in a story with their lives, with assistance | |
| Unit 1 Unit 2 | | | Standard 4: Students will read, write, listen, and speak for social interaction . | <ul style="list-style-type: none"> • Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment | Unit 1 Benchmark Morning Meeting/Greeting/Singing Time |
| Unit 2 | | | | <ul style="list-style-type: none"> • Share favorite anecdotes, riddles, and rhymes with peers and familiar adults | |
| | | | | <ul style="list-style-type: none"> • Respect the age, gender, and interests of the listener | |
| | | | | <ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other | |