



ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Kindergarten

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



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Pacing Guide		
Reading Focus/Journeys Unit	Writing Focus	Time
Reading Literature/Informational Text Journeys Unit 1: Helping Hands	Narrative Writing	6 Weeks
Reading Literature / Informational Text Journeys Unit 2: Imagine It	Informative Writing	6 Weeks
Reading Literature/Informational Text Journeys Unit 3: Nature's Wonders	Narrative Writing	6 Weeks
Reading Literature/Informational Text Journeys Unit 4: The World to Explore	Opinion Writing	6 Weeks
Reading Literature/Informational Text Journeys Unit 5: As We Grow	Informative Writing: Lists, Invitations, Report	6 Weeks
Reading Literature /Informational Journeys Unit 6:	Opinion Writing: Response to Literature/Journals	6 Weeks



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Educational Technology

Indicators: 8.1. P. A.1, 8.1.P.A.2, 8.1.P.A.4, 8.1.2.A.1, 8.1.2.A.2, 8.1.P.C.1, 8.1.2.C.1, 8.1.P.E.1

- Identify the basic features of a digital device and explain its purpose
- Create a document using a word processing application.
- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.
- Develop an understanding of ownership of print and nonprint information.
- Use digital tools and online resources to explore a problem or issue.

Career Ready Practices

Indicators: CRP1, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

- Act as a responsible and contributing citizen and employee.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Use critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence



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21st Century Life and Careers

Progress Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.1.4.A.1, 9.1.4.F.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

NJSLS Progress Indicators

Progress Indicators: RL.K.1, RL.K.2, RLK.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.KI.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4, W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8, W.K.9, W.K.10, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6

Literature

Enduring Understandings

- Good readers demonstrate certain behaviors.
- Good readers see themselves as readers.
- Print contains a message.
- Reading strategies help us understand what we read
- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Literature is a tool that expands our understanding of the world.

Essential Questions

- What does a good reader do?
- What does it mean to be a good reader?
- Why do people read?
- How do readers make sense of text?
- How do readers prepare for reading?
- What do readers think about as they read?



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- Reading serves different purposes.
- Reading includes active listening and independent application of skills.

Knowledge and Skills

Students will be able to:

- With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding.

Informational Text

Enduring Understandings

- Informational texts are different than literary texts.
- Reading informational texts expand understanding.
- People use a variety of sources to get information.
- People write informational texts to inform others.

Essential Questions

- Why are informational texts important?
- How does reading informational text help us understand our world?
- How does understanding informational text structures help us to better comprehend what we read?

Knowledge and Skills



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Students will be able to:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Integration of Knowledge and Ideas
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<ul style="list-style-type: none"> • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency affect reading comprehension?
Knowledge and Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ○ Follow words from left to right, top to bottom, and page by page. ○ Recognize that spoken words are represented in written language by specific sequences of letters. 	



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- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase 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.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read high-frequency and sight words with automaticity.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - Read emergent-readers with purpose and understanding.
 - Read grade level text for purpose and understanding.

Writing

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Writing is a process used to communicate wants, needs, ideas, and knowledge. ● Opinion writing is a means to express ideas of importance and provide convincing evidence ● Writers get their ideas for writing from their own personal experiences and from the world around them ● Writing is a means to help others understand and learn ● Writing is a means to share stories based on personal 	<ul style="list-style-type: none"> ● Where do writers get their ideas? ● How do I use writing to communicate my opinions and convince others? ● Where do writers get their ideas? ● How do I organize my writing in order to teach others? ● Where do writers get their ideas? ● What are the stories that I can draw, tell, or write?



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experiences.

Knowledge and Skills

Students will be able to:

- 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 is...).
- 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.
- 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.
- With guidance and support from adults, strengthen writing through response and selfreflection using questions and suggestions from peers (e.g., adding details).
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Enduring Understandings

- Active listening helps us to navigate and understand our world.
- There is a structure that governs language, which allows us to communicate our message clearly

Essential Questions

- How do we speak so that others understand our message?
- Why is being an active listener important?

Knowledge and Skills



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Students will be able to:

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Command of the English language is important when speaking and writing. ● Rules and conventions help readers and writers understand what is being communicated. 	<ul style="list-style-type: none"> ● How do the rules of language affect communication? ● How does having command of the English language affect our daily lives?
Knowledge and Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Print many upper- and lowercase letters. ○ Use frequently occurring nouns and verbs. ○ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). ○ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 	



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- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Assessment	Resources
<ul style="list-style-type: none"> ● <i>Journeys</i> Grab-and-Go! Resources: Standards-based supports organized by lesson, including: <ul style="list-style-type: none"> ○ Weekly Tests and Answer Keys ○ Unit and Benchmark Assessments ○ Running Records ● Teacher Observation (whole class instruction and/or discussion) ● Small-group instruction ● Textbook Worksheets ● Reader’s/Writer’s Workshop/Centers 	<p>Textbook: Houghton Mifflin Harcourt: <i>Journeys</i> ©2017</p> <ul style="list-style-type: none"> ● Teacher Edition and Teacher ebook ● Leveled Readers/Lesson Plans ● Audio Hub ● Big Books ● Biliteracy/Spanish Resources ● Blend-It Books ● Close Reader ● Combination Classroom Planning Guide



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<ul style="list-style-type: none"> ● Guided Reading ● Rubrics ● Quizzes ● Journals ● Portfolio ● Exit Slips ● Graphic Organizers ● Homework/Classwork ● Anecdotal Notes ● Student Conferencing (student-student and student-teacher) ● Peer Assessment ● Self-Assessment ● Computer-Based Assessments: <ul style="list-style-type: none"> ○ Raz Kids 	<ul style="list-style-type: none"> ● Common Core ELA Exemplar Resource ● Decodable Readers ● Focus Walls ● Grab-and-Go! Resources ● HMH in the News ● Instructional Cards ● Interactive Whiteboard Lessons ● iRead Videos ● Literacy and Language Guide ● Parent Resource ● Projectables ● Quick Start Pacing Guide ● Reader's Notebook ● Trade Books ● Video Hub ● Writing Handbook ● Anchor Charts ● Units of Study in Opinion, Information, and Narrative Writing, Grade K (Calkins) ● Raz Kids ● Scholastic Magazine
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	ENRICHMENT	
<ul style="list-style-type: none"> ● Menu Activities ● Extra time for assigned tasks 	<ul style="list-style-type: none"> ● Frequent feedback ● Modify/Diversify resources (ex: Newsela) 	<ul style="list-style-type: none"> ● Scholastic Magazine



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<ul style="list-style-type: none">● Multi-sensory approach to instruction, assignments, and activities● Adjust length of assignment● Multiple response strategies● Repeat, clarify, or reword directions● Small group instruction● Read directions aloud● Consistent routine● Mini-breaks between tasks● Provide warning for transitions● Frequent feedback● Modify/Diversify resources (ex: Newsela)● Modify level of learning tasks	<ul style="list-style-type: none">● Modify level of learning tasks● Menu activities● Adjust length of assignment● Extension activities● High-level thinking and analysis questions and discussions● Independent student options● Advanced vocabulary opportunities	<ul style="list-style-type: none">● The <i>Journeys</i> reading program integrates cross-curricular connections in the following domains: math, the arts, civics, community life, cultures, Earth science, health and safety, life science, recreation and travel, social relationships, and values.● Research performance tasks
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