

Campbell County School District #1
Gillette, Wyoming
Language Arts – Kindergarten

In Campbell County, kindergarten teachers are expected to teach this language arts curriculum using a well planned, comprehensive, researched based, balanced literacy program. This program includes whole class and small group (guided reading and intervention groups) instruction in phonemic awareness, phonics, comprehension, vocabulary expansion, fluency, oral grammar, writing, speaking, listening, library media, and handwriting. There should be an emphasis on informational text. Materials and resources provided by the district should be the first resource teachers turn to for instruction. Those core resources are:

- Treasures by Macmillan/McGraw-Hill
- Leveled books housed at LLC and in individual schools
- Lucy Calkins' Units of Study, Six Traits of Writing, and Step Up to Writing
- Handwriting Without Tears
- Third – sixth grades may choose from Treasures, Word Journeys or Rebecca Sitton for spelling instruction.

Campbell County teachers add their expertise to instruction to provide the most effective and explicit instruction for students. Teachers are expected to differentiate the instruction to meet the students' needs and accelerate their learning.

Note: The bulleted items in the curriculum are meant to give further information on the grade level standard or suggestions for instruction.

Reading Standards for Literature (Content Standard)

College and Career Readiness Anchor Standards for Reading

- R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R. CCR.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R. CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R. CCR.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R. CCR.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R. CCR.6. Assess how point of view or purpose shapes the content and style of a text.
- R. CCR.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R. CCR.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R. CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R. CCR.10. Read and comprehend complex literary and informational texts independently and proficiently.

The student will:

RL.K.1 (Critical) With prompting and support, ask and answer questions about key details in a text.

- Listen and respond to stories based on well known characters and settings

RL.K.2 (Critical) With prompting and support, retell familiar stories, including key details

- Arrange three or more story pictures in sequence.
- Use illustrations and prior knowledge to understand text
- Use pictures and illustrations to make predictions
- Understand sequence, i.e., beginning, middle and end
- Use illustrations to retell a story
- Listen and respond to stories based on well known characters, and settings

RL.K.3 (Critical) With prompting and support, identify characters, settings, and major events in a story

- Listen and respond to stories based on well known characters, settings, and major events

RL.K.4 (Critical) Ask and answer questions about unknown words in a text.

- Learn new vocabulary through read alouds, explicit instruction, and independent reading

RL.K.5 (Critical) Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 (Critical) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 (Critical) 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).

- Use illustrations and prior knowledge to understand text
- Use illustrations to understand text and to make predictions

RL.K.9 (Critical) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

- Compare and contrast two versions of a similar story (fairy tales, author study, or themes)

RL.K.10 (Critical) Actively engage in group reading activities with purpose and understanding.

- Use comprehension strategies such as schema (connections), questioning, visualizing, making inferences, summarizing, determining importance, and monitoring comprehension for deeper understanding
- Students will echo teacher modeling of fluency and expression
- Students will recognize and predict the text pattern
- Match voice with print, associating syllables, words, and phrases with their written form

Reading Standards for Informational Text

The student will:

RI.K.1 (Critical) With prompting and support, ask and answer questions about key details in a text.

RI.K.2 (Critical) With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 (Critical) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Example: Use a graphic organizer to compare teacher and principal or the first day of school and the 100th day of school

RI.K.4 (Critical) With prompting and support, ask and answer questions about unknown words in a text.

- Learn new vocabulary through read alouds, explicit instruction, and independent reading
- Understands grade level appropriate technical and subject specific vocabulary

RI.K.5 (Critical) Identify the front cover, back cover, and title page of a book.

RI.K.6 (Critical) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 (Critical) 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).

- Use photographs and prior knowledge to decode and understand text
- Use photographs to understand text and to make predictions
- Recognize non-fiction features: maps, comparisons, graphs, captions, headings, types of print, etc.

RI.K.8 (Critical) With prompting and support, identify the reasons an author gives to support points in a text.

- With prompting and support, use a graphic organizer to identify the main idea and the supporting details

RI.K.9 (Critical) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10 (Critical) Actively engage in group reading activities with purpose and understanding.

- Use comprehension strategies such as schema (connections), questioning, visualizing, making inferences, summarizing, determining importance, and monitoring comprehension for deeper understanding
- Echo teacher modeling of fluency and expression
- Recognize and predict the text pattern
- Match voice with print, associating syllables, words, and phrases with their written form

Reading Standards for Foundational Skills (LA-K1-03-03, LA-K1-03-04)

The student will:

FS.K.1 (Critical- Assess) Demonstrate understanding of the organization and basic features of print.

- a. (Critical-Teach) Follow words from left to right, top to bottom, and page by page.
- b. (Critical-Teach) Recognize that spoken words are represented in written language by specific sequences of letters.
- c. (Critical-Teach) Understand that words are separated by spaces in print.
- d. (Critical-Assess – LA-K1-03-03, LA-K1-03-4) Recognize and name all uppercase and lowercase letters of the alphabet.

FS.K.2 (Critical) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. (Critical) Recognize and produce rhyming words.
- b. (Critical) Count, pronounce, blend, and segment syllables in spoken words.
 - Example: Kin-der-gar-ten (4 syllables)
- c. (Critical) Blend and segment onsets and rimes of single-syllable spoken words.
 - Example: “cat”-onset is “c” rhyme is “-at”
- d. (Critical) 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/.)
- e. (Critical) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
 - Example: cat-pat-rat-mat

FS.K.3 (Critical-Assess) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. (Critical-Assess-DSPA LA-K1-03-05) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - See District rubric
- b. (Critical) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - CV
 - CVC
 - CVCE
- c. (Critical) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - Use the Treasures word list.
 - This is a report card assessment.
- d. (Critical) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 - Example: here-where, cub-cube, was-saw, with-what, on-no, know-no

FS.K.4(Critical) Read emergent-reader texts with purpose and understanding.

- Refer to the end of the year rubric for DRA reading levels.

Writing Standards (Content Standard)

College and Career Readiness Anchor Standards for Writing

- W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W. CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W. CCR.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W. CCR.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W. CCR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W. CCR.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W. CCR.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The student will:

W.K.1 (Critical) 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 . . .).

W.K.2 (Critical) 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.

- After numerous nonfiction read-alouds, the student will be able to provide details about a topic.
- Ex. Treasures Unit Themes, nonfiction book themes, etc.

W.K.3 (Critical) 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.

- Ex. Through a shared writing, the students could write about a fieldtrip, sequencing the events in the correct order, and offer an opinion as to what they liked or did not like.

W.K.5 (Critical) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- Model through shared and interactive writing, alongside writing workshop mini lessons and conferences.

W.K.6 (Critical) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Supported through Writer's Workshop
- Ex. The student dictates their story to the teacher to type, while they create the illustration/picture in Kid Pix.

- Ex. Class books, partner stories, small group writing, record them while they read their story, etc.

W.K.7 (Critical) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 (Critical) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards (Content Standard)

College and Career Readiness Anchor Standards for Speaking and Listening

- SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.CCR.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.CCR.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The student will:

SL.K.1 (Critical) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
a. (Critical) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
b. (Critical) Continue a conversation through multiple exchange.

SL.K.2 (Critical) 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.

- Ex. Model through think-aloud during reading.

SL.K.3 (Critical) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Ex. Model through think-aloud during reading.

SL.K.4 (Critical) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 (Critical) Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 (Critical) Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards (Content Standard)

College and Career Readiness Anchor Standards for Language

- L.CCR.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.CCR.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.CCR.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.CCR.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.CCR.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The student will:

L.K.1 (Critical) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. (Critical) Print many upper- and lowercase letters.

- Application of Handwriting Without Tears beyond the set handwriting time.

b. (Critical) Use frequently occurring nouns and verbs.

c. (Critical) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d. (Critical) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- Example: Treasures Oral Language section
- Example: Teacher thinks aloud, showing whether or not they are asking a question or adding a comment/more detail.

e. (Critical) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

- Example: Treasures Oral Language section

f. (Critical) Produce and expand complete sentences in shared language activities.

- Example: Teaching the students how to use complete sentences to answer a question instead of a one-word answer (answering Treasures Morning Message questions).
- Example: The teacher will model this frequently throughout instruction time.

L.K.2 (Critical) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. (Critical) Capitalize the first word in a sentence and the pronoun I.

b. (Critical) Recognize and name end punctuation.

c. (Critical) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

- Encourage the students to stretch out their sounds in order to create their words.

d. (Critical) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- Encourage the students to stretch out their sounds in order to create their words.

L.K.4 (Critical) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. (Critical) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. (Critical) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 (Critical) With guidance and support from adults, explore word relationships and nuances in word meanings.

a. (Critical) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. (Critical) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- Example: Treasures Vocabulary and Oral Grammar sections

c. (Critical) Identify real-life connections between words and their use (e.g., note places at school that are colorful).

- This is related to teaching the vocabulary in connection with the student's personal experiences.

d. (Critical) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 (Critical) Use words and phrases acquired through conversations, reading and being read to, and responding to text.

LA-KI-05 FOREIGN LANGUAGE (Content Standard)

State Standard and Benchmark Correlation:

FL2.1.1 Mimic Everyday Language (taught, not tested)

FL2.1.2 Listen to and Comprehend Everyday Language (taught, not tested)

FL2.2.1 Products, Practices of the Target Culture (taught, not tested)

Students will be exposed to the content of the Salsa program: Spanish.

LA-KI-05-01 - Salsa Program: Spanish Language (Objective)

C - Critical--Assessment Reporting Required

Students will be exposed to the content of the Salsa program: Spanish.