



# Bedford Public Schools

## Kindergarten – English Language Arts

The Davis School kindergarten program is grounded in providing rich learning experiences that develop foundational skills in speaking, listening, reading, and writing.

Our reading curriculum includes both whole and small group instruction that focuses on the five major components of literacy: phonemic awareness (individual sounds in words), phonics, comprehension, vocabulary, and reading fluency. Teachers strengthen literacy skills by incorporating a variety of strategies including multi-sensory methods, quality children's literature, and a systematic, sequential phonics/spelling program.

Our kindergarten writing program focuses on developing pre-writing skills, including oral stories, picture representation of stories, and early letter/sound representation. Our year-long goal is for children to build confidence in their writing abilities, in a manner that allows others to read their writing with a clear understanding of their message.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



### Learning Expectations

[Literature](#)

[Informational Text](#)

[Reading Foundations](#)

[Opinion/Persuasive Writing](#)

[Informative/Explanatory Writing](#)

[Narrative Writing](#)

[Speaking and Listening](#)

[Language](#)

### Literature

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Literature is a tool that expands our understanding of the world.</li> <li>• Reading serves different purposes.</li> <li>• Reading includes active listening and independent application of skills.</li> <li>• Fiction follows a predictable structure that helps in comprehending what is read.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How does understanding the structure of a genre help us to better comprehend what we read?</li> <li>• Why is it important to think while you read?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a story.</li> <li>• Listen and retell a familiar story that includes a beginning, middle, and an end.</li> <li>• Identify characters, setting, and major events within a story.</li> <li>• Recognize types of texts.</li> <li>• Ask and answer questions about unknown words in a text.</li> <li>• Make predictions after discussing illustrations.</li> <li>• Compare and contrast experiences of characters in familiar stories.</li> <li>• Name and define roles of authors and illustrators.</li> <li>• Engage in reading activities with purpose and understanding.</li> </ul>

### Informational Text

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Reading informational text expands our understanding of the world and its people.</li> <li>• Reading serves different purposes.</li> <li>• Reading includes active listening and independent application of skills.</li> <li>• Informational texts have specific features that aid in understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• How does reading informational text help us understand our world?</li> <li>• How does understanding informational text structures help us to better comprehend what we read?</li> <li>• Why is it important to think while you read?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a text.</li> <li>• Identify main idea and retell key details of topic.</li> <li>• Describe connections between two events, ideas, or pieces of information in a text.</li> <li>• Identify front/back cover and title page.</li> <li>• Define the roles of author and illustrator in a text.</li> <li>• Ask and answer questions about unknown words in a text.</li> <li>• Describe the relationship between illustrations and the text.</li> <li>• Identify the reasons authors gives to support their points in a text.</li> <li>• Compare and contrast two texts on the same topic.</li> <li>• Actively engage in large and small group reading activities with purpose and understanding.</li> <li>• Read and comprehend informational text at or above grade level independently and proficiently.</li> </ul>

### Reading Foundations

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Reading with accuracy and fluency aids in comprehension.</li> <li>• Effective readers monitor their understanding of text by adjusting their strategies.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we learn to read?</li> <li>• How do we figure out a word we do not recognize?</li> <li>• How does fluency affect reading comprehension?</li> </ul>	<p style="text-align: center;"><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize spoken words can be represented using a specific sequence of letters.</li> <li>• Understand that words are separated by space.</li> </ul> <p style="text-align: center;"><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, segment, and blend syllables.</li> <li>• Segment and blend onset and rime.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds in common three letter words.</li> <li>• Manipulate sounds in three letter words to make new words.</li> </ul> <p style="text-align: center;"><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Know and apply one-to-one letter sound correspondence.</li> <li>• Associate long and short vowel sounds.</li> <li>• Read common sight words.</li> </ul>

### Opinion/Persuasive Writing

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• Opinion writing is a means to express ideas of importance and provide convincing evidence.</li> <li>• Writing can be expressed in several ways:               <ol style="list-style-type: none"> <li>1. drawing</li> <li>2. oral dictation</li> <li>3. written words</li> <li>4. digital media</li> </ol> </li> <li>• Writers get their ideas for writing from their own personal experiences and from the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do writers get their ideas?</li> <li>• How do I use writing to communicate my opinions and convince others?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• State and write an opinion.</li> <li>• Use linking words (i.e. because, and).</li> <li>• Provide a meaningful reason for their opinion.</li> <li>• Revise/edit writing and drawing (i.e. add details to drawing, add sound to writing).</li> <li>• Utilize digital media.</li> </ul>

**Informative/Explanatory Writing**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• Writing is a means to help others understand and learn.</li> <li>• Informative writing can be expressed in several ways:               <ol style="list-style-type: none"> <li>1. drawing</li> <li>2. oral dictation</li> <li>3. written words</li> <li>4. digital media</li> </ol> </li> <li>• Writers get their ideas for writing from their own personal experiences and from the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do writers get their ideas?</li> <li>• How do I organize my writing in order to teach others?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw detailed, factual observations.</li> <li>• Create informational pieces with supporting detail about a topic.</li> <li>• Create pieces that include sequential order.</li> <li>• Revise/edit writing and drawings (i.e. add details to drawings, add sounds to writing).</li> <li>• Gather information to answer a question.</li> <li>• Utilize digital tools for drawing.</li> </ul>

### Narrative Writing

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as as . . .	<b>Knowledge and Skills</b> Learning this material will require students to .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• Writers get their ideas for writing from their own personal experiences and from the world around them.</li> <li>• Writing is a means to share stories based on personal experiences.</li> <li>• Narrative writing can be expressed in several ways:               <ol style="list-style-type: none"> <li>1. drawing</li> <li>2. oral dictation</li> <li>3. written words</li> <li>4. digital media</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Where do writers get their ideas?</li> <li>• What are the stories that I can draw, tell, or write?</li> </ul>	<ul style="list-style-type: none"> <li>• Determine a topic.</li> <li>• Dictate, draw, and/or write about an event.</li> <li>• Provide a reaction to an event through dictation, drawing, and writing that states how they feel.</li> <li>• Revise/edit writing and drawings (i.e. add details to drawings, add sounds to writing).</li> <li>• Utilize digital tools for drawing.</li> </ul>

### Speaking and Listening

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• There is a structure that governs language, which allows us to communicate our message clearly.</li> <li>• Active listening helps us to navigate and understand our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is being an active listener important?</li> <li>• How do we speak so that others understand our message?</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in conversations with diverse partners in small and large groups.</li> <li>• Follow agreed upon rules for discussion.</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Confirm understanding of a read aloud or information presented orally by answering questions about key details.</li> <li>• Ask and answer questions to clarify when something is not understood.</li> <li>• Describe familiar people, places, things, and events and with support, and provide additional details.</li> <li>• Add drawings/visuals to provide additional detail to a topic.</li> <li>• Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• Follow a sequence of multi-step directions.</li> </ul>



## Language

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand,, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . .
<ul style="list-style-type: none"> <li>• Command of the English language is important when speaking and writing.</li> <li>• Rules and conventions help readers and writers understand what is being communicated.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the rules of language affect communication?</li> <li>• How does having command of the English language affect our daily lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Print upper and lower case letters.</li> <li>• Write simple sentences.</li> <li>• Form regular plural nouns.</li> <li>• Understand and use question words.</li> <li>• Use prepositions.</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• Capitalize the first letter in a sentence and capitalize I.</li> <li>• Recognize and label punctuation.</li> <li>• Write letter(s) to represent consonant and vowel sounds.</li> <li>• Spell words phonetically.</li> <li>• Understand /use /act out synonyms.</li> <li>• Demonstrate understanding of antonyms.</li> <li>• Use words and phrases acquired through conversations, reading, read alouds, and text talks.</li> <li>• Clarify meaning of multiple-meaning words.</li> <li>• Learn new meanings of familiar words (i.e. duck).</li> <li>• Use common affixes as a clue to the meaning of unknown works.</li> <li>• Sort objects into categories.</li> </ul>